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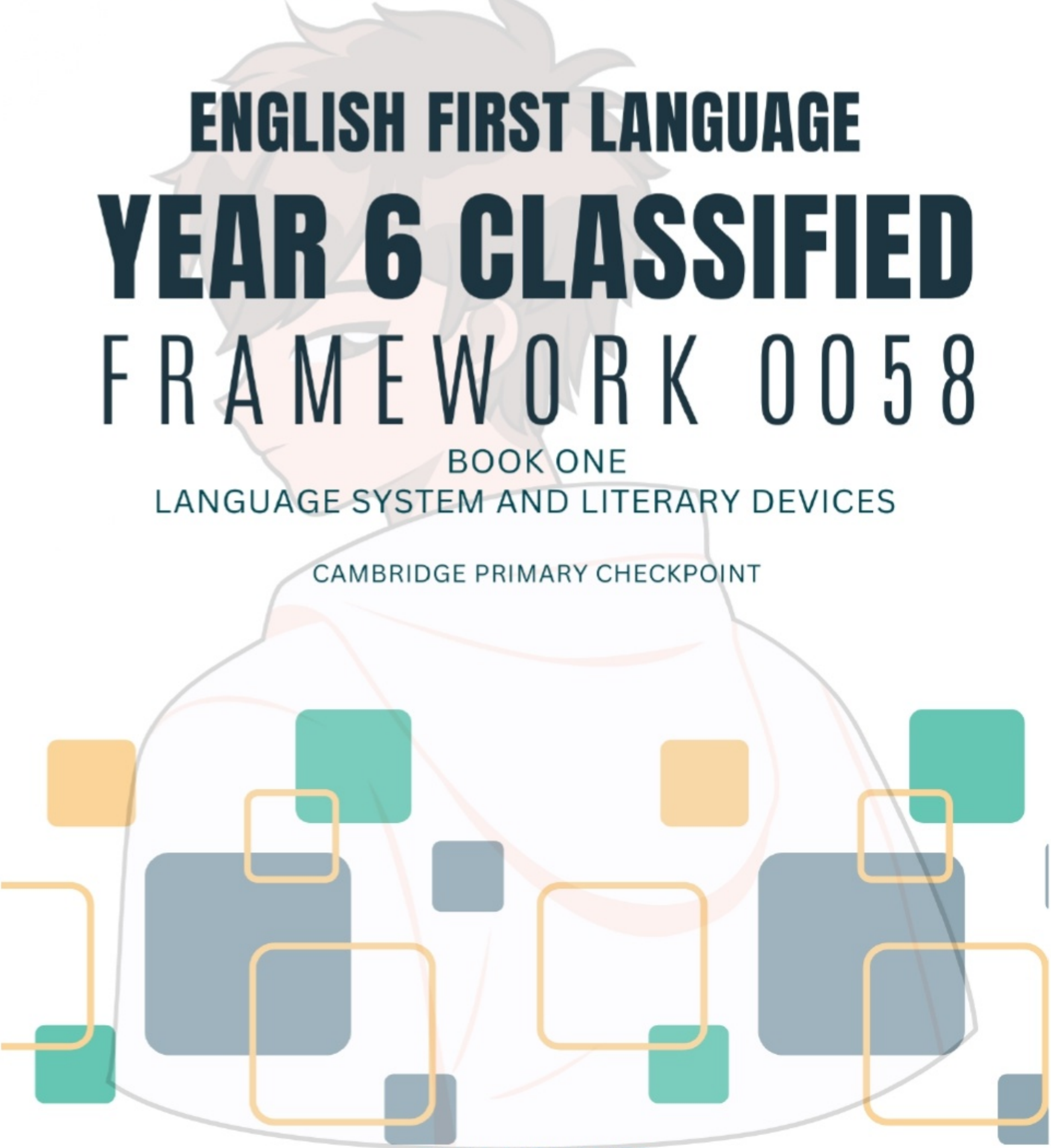
ENGLISH FIRST LANGUAGE



ENGLISH FIRST LANGUAGE
YEAR 6 CLASSIFIED
FRAMEWORK 0058

BOOK ONE
LANGUAGE SYSTEM AND LITERARY DEVICES

CAMBRIDGE PRIMARY CHECKPOINT

TAHA MOHAMED
ASSESSMENT SPECIALIST
CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION

ABOUT THE GATE SERIES
THE GATE Year 6 Classified Series

THE GATE series is a comprehensive study guide designed specifically for year 6 students preparing for the Cambridge Checkpoint Exams. This series equips students with the necessary knowledge and skills to excel in the exams and achieve their academic goals.

Divided into FOUR distinct BOOKS, each with a specific focus, this series covers a wide range of topics and provides ample practice opportunities for students to enhance their understanding and application of the subject matter.

Book 1: Language System and Literary Devices
Book 2: Reading and Writing Skills
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Why THE GATE Series?

1_Interactive Presentations: Our series incorporates QR codes that provide access to captivating PowerPoint presentations. These presentations offer clear explanations of the topics covered, allowing learners to grasp the concepts before engaging in practice activities.

2_Updated Exam Classification: Our series stands out as the ONLY one that categorizes questions according to the New Exam, April 2023, and the New Framework. This ensures that learners are well-prepared for the latest format and content of the Cambridge Checkpoint Exams.

3_Authentic Cambridge Style Practice: All practice materials in our series are meticulously designed to mirror the style and format of the Cambridge Checkpoint Exams. By working through our materials, learners gain confidence as they become familiar with the exact appearance and structure of questions found in Cambridge Past Papers.

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5_Supportive Social Media Community: We have established a vibrant social media community on platforms such as WhatsApp, Telegram, and Facebook. This community serves as a valuable resource during exam preparation, offering a platform for learners to seek answers to their queries. It also provides regular updates, tips, hints, and advice, creating a supportive environment for learners as they navigate through their exams.

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With these unique features, our series aims to provide comprehensive support, guidance, and resources for learners preparing for the Cambridge Checkpoint Exams, empowering them to excel with confidence.

By
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Assessment Specialist
Cambridge Assessment International Education

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ABOUT BOOK ONE

Book 1 is a comprehensive guide that focuses on language systems and literary devices, specifically grammar, punctuation, vocabulary, and language techniques.

Divided into **TWO UNITS**, the book covers all these aspects in both reading and writing.
Each unit begins with the unit's objectives aligned with the new framework and concludes with the Cambridge Checkpoint Zone, featuring questions relevant to the unit as they appeared in Cambridge exams.

Each unit is divided into lessons and topics, presented with clarity and precision. Topics are explained thoroughly, followed by practice exercises inspired by the Cambridge question style.
Each unit fosters both theoretical knowledge and practical skills development, preparing learners to confidently tackle challenges using the Cambridge examination style.

In this captivating book, readers will embark on a remarkable journey
guided by **GARRY, THE GATE INSPECTOR**
As the story unfolds, **GARRY** will serve as
an intrepid guide, leading the learners through a world of language exploration.

The allocation of marks to the sub strands covered in this book | April 2024 Exam

	Sub strand	Paper 1		Paper 2	
		Reading	Writing	Reading	Writing
1	Vocabulary and Language	6 marks	3 marks	8 marks	3 marks
2	Grammar and Punctuation	6 marks	7 marks	3 marks	7 marks
3	Word structure		3 marks		3 marks
	Total P1 + P2	49 marks			
	Percentage %	49 % of the exam total percentage			

By mastering the sub strands covered in this book, our learners can secure an average of **45-50%** of the total exam marks. Impressive results await those who delve into these essential topics.

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ABOUT THE AUTHOR

With over 14 years of teaching experience, I currently serve as an Assessment Specialist (Cambridge IGCSE English Examiner) at Cambridge Assessment International Education, while also leading the English Department at an esteemed International School.

My role as an examiner has granted me invaluable understanding of the intricacies within Cambridge Exams.

Driven by an unwavering passion, I crafted THE GATE series to empower both educators and learners with top-tier study materials, ensuring exceptional performance in Cambridge Exams.

For any suggestions, questions, or clarifications, feel free to reach out to me.

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ABOUT CAMBRIDGE PRIMARY CHECKPOINT EXAM (0058)

The Checkpoint English Exam assesses students in two key language areas: Reading and Writing. The exam aims to provide an internationally recognized benchmark of a student's English language abilities, helping schools and educators identify areas of strength and areas that may require further development.

The exam consists of two papers

	Content	Duration	Marks
Paper 1	Non-fiction reading and writing	60 minutes	50 marks
Paper 2	Fiction reading and writing	60 minutes	50 marks

The Cambridge Checkpoint English Exam provides valuable feedback to students, parents, and teachers, allowing them to monitor progress and identify areas for improvement. It also serves as a foundation for students who wish to pursue the Cambridge IGCSE or other Cambridge International AS & A Level qualifications in English language or literature.

NOTES:

Dear Students, meet GARRY, THE GATE INSPECTOR

Attention, YEAR 6 STUDENTS! Gather 'round, for a grand adventure awaits. I, the Checkpoint inspector, shall be your guide on a journey through the captivating world of the English language.

Together, we shall unravel its essential components—the very building blocks of communication. We shall master the parts of speech, learn to construct sentences, and explore the art of varying their length and structure. But that's not all; prepare to wield punctuation marks as your weapons, creating profound effects with every stroke.

As we delve deeper, we shall discover the enchanting beauty of vocabulary. Learn how words, carefully chosen by skilled writers, convey profound meaning. Figurative language, persuasive techniques, and more shall be unraveled before your very eyes.

Now, my young superheroes, I extend an invitation to join this extraordinary journey—a quest to achieve great success in the Cambridge Checkpoint Exams. Together, we shall become the epitome of excellence, the esteemed Cambridge Checkpoint OUTSTANDING STUDENTS.

Let this voyage be your catalyst, empowering you to conquer challenges and unlock your true potential. Embrace the power of language, for it holds the key to limitless opportunities. Your destiny as remarkable scholars awaits, and by journey's end, the title of Cambridge Checkpoint OUTSTANDING STUDENTS shall be yours to claim.

Remember, you are the heroes of your own learning, and together, we shall conquer the realm of words, sentence by sentence, until triumph is ours.

UNIT 1 | GRAMMAR AND PUNCTUATION

UNIT 1 OBJECTIVES

READING

6Rg.01 Explore in texts, and understand, the uses of colons, semi-colons, ellipses, parenthetic commas, dashes and brackets

6Rg.02 Identify the main clause and other clauses (subordinate clauses) in a complex sentence.

6Rg.03 Begin to show awareness of the impact of a writer's choices of sentence length and structure.

6Rg.04 Explore how different relative pronouns are used in texts to introduce additional detail.

6Rg.05 Identify different word classes in texts and understand their purposes.

6Rg.06 Explore, and understand, the use of active and passive verb forms.

6Rg.07 Explore differences between written and spoken English by comparing narrative and dialogue.

6Rg.08 Explore and discuss grammatical features in a range of texts, e.g. verb forms, sentence types, use of different word classes.

WRITING

6Wg.01 Use commas, dashes and brackets parenthetically.

6Wg.02 Punctuate direct and reported speech accurately.

6Wg.03 Use punctuation effectively to clarify meaning in complex sentences.

6Wg.04 Use a variety of simple, compound and complex sentences chosen for effect.

6Wg.05 Use active and passive verb forms within sentences.

6Wg.06 Ensure grammatical agreement of quantifiers with countable and uncountable nouns, e.g. less and fewer.

6Wg.07 Use relative pronouns to introduce additional detail.

6Wg.08 Use the conventions of standard English appropriately in writing, including for different types of texts, e.g. verb forms, sentence structure, use of different word classes.

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LESSON 1

GRAMMAR | PARTS OF SPEECH (WORD CLASSES)

NOTE FOR (iPHONE USERS)

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1_ Download Microsoft PowerPoint by using the provided QR code to access the app.
2_ Create an account on the app, skipping any unnecessary questions and payment stages as it is a free service."

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LESSON 1 | PARTS OF SPEECH (WORD CLASSES)

TOPIC 1 | NOUNS

Discover the power of nouns! Scan the QR code, learn, and excel!

Lesson PPT

Nouns are a fundamental part of speech in the English language. They are words used to identify people, places, things, or abstract ideas. Nouns serve as the subject or object of a sentence and can be singular or plural.

Identifying Types of Nouns

Common nouns: name any one of a group of persons, places, things, or ideas and is generally not capitalized.
Example: player- club- window- honesty- happiness

Proper nouns: name a particular person, place, thing, or idea and begins with a capital letter.
Example: Jack- England- Niagara Falls

Concrete nouns: name a person, place, or thing that can be perceived by one or more of the senses (sight, hearing, taste, touch, smell).
Example: hand- table- mobile

Abstract nouns: name an idea, a feeling, a quality, or a characteristic.
Example: love- friendship- hatred- loyalty

Countable nouns: nouns that can be counted and have a plural form. We can use a/an/ many/ (a) few before them.
Example: apple- bus- school

Uncountable nouns: nouns that cannot be counted and have no plural form. We cannot use a/an/ many/ (a) few before them, but we can use much / (a) little before them.
Example: water- money- furniture- news- luggage- equipment

Collective nouns: nouns that refer to groups of people or things describing them as a unit.
Example: flock- bunch- pack-team-family

Practice Time

1- Identify whether the underlined nouns are common or proper nouns

1. We are planning to travel to *Brazil*. It is a very nice *country*.

....

2. My *friends*, *Ralph* and Danny, will help me at my *homework*.

....

3. My *mother* asked me to drive her to *Starbucks*.

....

4. My *father* insisted on buying me a burger sandwich from *Macdonald's*.

....

5. Let's travel to *England* in *summer*. I think travelling in *June* will be perfect.

....

6. *Apples* and grapes are my favourite fruits ever. Whenever I go to the *market*, I buy them.

....

7. '*Frozen*' is a very nice *animation* movie.

....

8. *Christmas* nights are usually very cold.

....

9. *Egyptians* like spicy food.

....

10- The *Eiffel Tower* and the *Pyramids* are amazing *landmarks*.

....

2- From the following extract, identify three proper nouns and three common nouns.

Rose and Neddy's mother believe the direction a child faces when it is born gives him or her special characteristics. She desperately wanted Rose to be an east child to be like her sister, Elise, who died. She was worried that a north child would travel far away. Neddy and Rose are talking after Rose has discovered that she is really a north child and not an east one as she had been told.

Proper nouns: ……….

Common nouns: …….

3- Correct the punctuation mistakes in the underlined words.

It's not only *Music (1)* that *Youth (2)* doesn't understand, it's also the visual arts. When I go to a *Gallery (3),* I like to see sculptures and paintings of people or things. I like to be able to stand in front of the picture and to say to myself 'That's a painting of a bird sitting on a roof'. *monet (4), manet (5), michelangelo (6).* They were *Artists (7).* They began as boys and learned their crafts from real craftsmen.

Correction:

1. ……

2. ……

3. ……

4. ……

5. ……

6. ……

7. ……

4- Categorise the following nouns according to being concrete or abstract ones.

California- bravery- honesty- trust- river- justice- water- innocence- hole- actress- elegance- beauty- England- luxury- tea- minute- Wednesday- universe- hatred- chaos

Concrete Nouns	Abstract Nouns
…………………………………….	…………………………………….
…………………………………….	…………………………………….
…………………………………….	…………………………………….
…………………………………….	…………………………………….
…………………………………….	…………………………………….
…………………………………….	…………………………………….
…………………………………….	…………………………………….
…………………………………….	…………………………………….
…………………………………….	…………………………………….
…………………………………….	…………………………………….

5- From the following extract, identify whether the underlined nouns are concrete or abstract ones.

It was another *weekend (1)* in Mary's life. Another boring weekend. Waking up seeing the *sun (2)* rising up in the horizon brought back to her *memories (3)* the sight of her mother sitting on the moist *grass (4)* of the garden exactly at that time watching the sunrise as if she was watching the birth of new *hopes (5)* and *wishes (6)*. Mary pulled herself out of the bed and decided to go to the *lake (7)*, feed some ducks, and try to urge herself to appreciate the *blessings (8)* she has despite the *absence (9)* of her beloved *mother (10)*.

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

10. ....

6- Identify whether the underlined nouns in the following sentences are countable (C) or uncountable (UC).

1. A few *skaters* were giving us the evil eye before the competition. ....
2. Rivers have become polluted due to the *litter* dumped in them. ....
3. Why aren't you taking my *words* seriously? ....
4. I am waiting for your *response* as soon as possible. ....
5. The *soup* is still hot. ....
6. Medicines undergo many *experiments* before being approved. ....
7. The *news* spread like wildfire. ....
8. The new *furniture* didn't appeal to her. ....
9. Your silence adds to my *suspicions*. ....
10. This conditioner should be used on towel-dried *hair*. ....

7- Fill in the gaps with the appropriate word(s) from the box. Each word can be used more than once.

were- was- is- are - many- much- least- few - little- fewer- less

1. The airport was in a complete mess yesterday. The passenger's luggage ………………… everywhere.

2. We need to hurry up. We don't have…………………time.

3. I have told you ………………… times to stop annoying your little brother.

4. No one argues that money ………………… very important in our lives; however, health, content, and peace of mind are much more important.

5. The exam was easy except for ………………… questions that required a deep analysis of the text; they were only two or three questions.

6- Don't make ………………… noise; your dad is asleep.

7. We do not have any details about the explosion: only ………………… information has been revealed.

8. All she needs is a ………………… moments on her own.

9. She spends ………………… hours at studying than she used to, and her marks are getting worse.

10. ………………… there any chances of rain today?

11. Two weeks ago, there ………………… rumours that the government will impose new taxes, but the government's spokesman denied this.

12. The furniture she has chosen for the villa ………………… very old-fashioned.

13. She did not utter a word after the interview. She returned home; ate a ………………… bread, drank some tea; and went to bed.

14. Tomatoes are one of the fruits with the ………………… sugar.

15. The ………………… your ambition is, the ………………… success chances you have.

8- Correct the underlined words.

1. He spent *much* hours mending his car. ……………………

2. The evidence *are* against him. ……………………

3. There are *little* mistakes in your report. ……………………

4. Adding a *few* salt to the soup will make it taste better. ……………………

5. How *many* money did you pay for this shirt? ……………………

6. The news *have* travelled faster than the wind. ……………………

7. The cake does not taste good. You have added *fewer* sugar than required. ……………………

8. *Much* injuries were reported after the accident. ……………………

9. Your hatred *aren't* justified. ……………………

10. Spending *many* time on mobile phones causes *much* problems. ……………………

11. *Little* people attended the concert. ……………………

12. All of Jack's dental equipment *were* stolen from the car. ……………………

13. We received *much* complains yesterday regarding your behaviour. ……………………

14. How *much* cups of coffee do you drink every day? ……………………

15. There *is much* packs of rice in the kitchen. ……………………

16. How *much* loaves of bread did you buy? ……………………

9- Replace the following phrases with their collective noun.

1. A group of people in a place watching a film. ……………………..
2. Number of people doing something / working together as a group to achieve a target. ……………………..
3. A group of people who are related to each other. ……………………..
4. A group of bees. ……………………..
5. A group of sheep. ……………………..
6. A group of ships. ……………………..
7. A group of singers. ……………………..
8. A group of musicians. ……………………..
9. A group of birds. ……………………..
10. A number of things fastened together (flowers, keys, grapes). ……………………..
11. A group of wolves / dogs. ……………………..
12. A group of ants. ……………………..
13. A group of young people, especially men, who spend time together often fighting with other groups or behaving badly. ……………………..
14. A group of warriors. ……………………..
15. A group of trees. ……………………..
16. A group of soldiers. ……………………..
17. A group of lions. ……………………..

LESSON 1 | PARTS OF SPEECH (WORD CLASSES)

TOPIC 2 | PRONOUNS

Discover the power of pronouns! Scan the QR code, learn, and excel!

Lesson PPT

Pronouns are words that replace nouns in sentences to avoid repetition or to make a sentence less cumbersome. They are essential in written and spoken language because they make communication more concise and efficient.

Identifying Types of Pronouns

1- Personal pronouns: Personal pronouns are used to refer to specific people or things and can be divided into two main types: subject pronouns and object pronouns.

Subject pronouns: are used as the subject of a sentence. They include the following:

- I (first person): I am going to the store.
- You (second person): You are a great singer.
- He (third person): He is my brother.
- She (third person): She is my best friend.
- It (third person): It is a sunny day.
- We (first person): We are going to the party.
- They (third person): They are my colleagues.

Object pronouns: are used as the object of a verb or a preposition, and they are used to refer to the person or thing that receives the action of the verb or follows the preposition. The object pronouns in English are as follows:

- Me (first person 'I'): He was with me in the park.
- You (second person 'you'): I saw you at the mall.
- Him (third person 'he'): She talked to him yesterday.
- Her (third person 'she'): We are all proud of her.
- It (third person 'it'): There was a cat in the kitchen and the dog chased it.
- Us (first person 'we'): They invited us to the wedding.
- Them (third person 'they'): I saw them at the movie theater.

2- Reflexive Pronouns: Reflexive pronouns are used when the subject and the object of the sentence are the same. They include the following:

- Myself: I have to give myself a break.
- Yourself: You should take care of yourself.
- Himself: He hurt himself while playing soccer.
- Herself: She made herself a cup of tea.
- Itself: The computer turned itself off.
- Ourselves: We will give ourselves another chance to think.
- Themselves: They enjoyed themselves at the concert.

N.B: These pronouns can be used to emphasise a preceding noun or pronoun and, in this case, they are called 'intensive pronouns.'
Example: The president himself gave the speech.

3- Demonstrative Pronouns: Demonstrative pronouns are used to point to specific things or people. They include the following:

- This: This is my favourite book.
- That: That is a beautiful dress.
- These: These are my new shoes.
- Those: Those are expensive cars.

4- Possessive Pronouns: Possessive pronouns are used to show ownership or possession. They include the following:

- Mine: This book is mine.
- Yours: Is this bag yours?
- His: The bike is his.
- Hers: The necklace is hers.
- Its: The tree lost its leaves.
- Ours: The house is ours.
- Theirs: The car is theirs.

5- Interrogative Pronouns: Interrogative pronouns are used to ask questions. The examples of them are many like who, whom, what, which, whose, where, when, etc.

6- Relative Pronouns: Relative pronouns are used to connect one clause to another. They include the following:

Who: The woman who won the lottery is my neighbour.
Whom: The girl whom I saw at the park is my classmate.
That: The book that I read last night is very interesting.
Which: Spaghetti, which we eat at least twice a week, is one of my family's favorite meals.
Whose: The boy whose sister is my friend is very smart.

Practice 1

For each of the underlined pronouns, name the type and identify the noun or noun phrase to which it refers or stands in place.

1- "The scientist conducted experiments on various substances. She (a) mixed them (b) in different combinations to observe their reactions. The solutions that (c) produced interesting results were carefully analysed. The scientist used the data to draw conclusions about the properties of the substances, which (d) she documented in her research report."

Pronoun Type	The noun it refers to
a- ……………………………………	……………………………………
b- ……………………………………	……………………………………
c- ……………………………………	……………………………………
d- ……………………………………	……………………………………

2- "The hikers followed a trail through the dense forest. They (a) came across a waterfall that (b) cascaded down the rocks. Its majestic beauty left them (c) in awe. They took pictures of these (d) sceneries and made memories that (e) would last a lifetime."

Pronoun Type	The noun it refers to
a- ……………………………………	……………………………………
b- ……………………………………	……………………………………
c- ……………………………………	……………………………………
d- ……………………………………	……………………………………
e- ……………………………………	……………………………………

3- "Samantha, who (a) excels in academics, always challenges herself (b) to achieve more. She (c) uses her own study techniques, which have proven effective. The results, with their undeniable success, showcase her dedication. Samantha takes pride in herself and her accomplishments, knowing she has earned them (d) through hard work and that all the coming success will be hers (e)."

Pronoun Type	The noun it refers to
a- ……………………………………	……………………………………
b- ……………………………………	……………………………………
c- ……………………………………	……………………………………
d- ……………………………………	……………………………………
e- ……………………………………	……………………………………

4- "In a small English town, Harry Potter discovered he (a) was a wizard. He joined Hogwarts School of Witchcraft and Wizardry, where he made friends who (b) became like family. Together, they (c) faced dark forces, and Harry's bravery and loyalty helped them (d) overcome challenges. They proved that love and unity conquer evil."

Pronoun Type	The noun it refers to
a- ……………………………………	……………………………………
b- ……………………………………	……………………………………
c- ……………………………………	……………………………………
d- ……………………………………	……………………………………

5- “Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do. Once or twice she (a) had peeped into the book her sister was reading, but it (b) had no pictures or conversations in it. " And what (c) is the use of a book," thought Alice, "without pictures or conversations?"

She was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid) whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies when suddenly a White Rabbit with pink eyes ran close by her (d).

There was nothing so very remarkable in that (e), nor did Alice think it so very much out of the way to hear the Rabbit say to itself (f), "Oh dear! Oh dear! I (g) shall be too late!" But when the Rabbit actually took a watch out of its waistcoat-pocket and looked at it and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it (h), and burning with curiosity, she ran across the field after it and was just in time to see it pop down a large rabbit-hole, under the hedge.

Pronoun Type	The noun it refers to
a- ……………………………………	……………………………………
b- ……………………………………	……………………………………
c- ……………………………………	……………………………………
d- ……………………………………	……………………………………
e- ……………………………………	……………………………………
f- ……………………………………	……………………………………
g- ……………………………………	……………………………………
h- ……………………………………	……………………………………

Practice 2

Read the following extract and answer the questions.

"Once upon a time in a peaceful village, there lived a curious young girl whose name was Alice. She had long, flowing hair and bright, sparkling eyes. Alice loved exploring the enchanting forest near her house, where she often found mysterious creatures.

One sunny morning, as she ventured deep into the woods, Alice stumbled upon a peculiar-looking rabbit. It was no ordinary rabbit, for it wore a waistcoat and carried a pocket watch. 'Oh my!' exclaimed Alice. 'Who are you, little rabbit?'

The rabbit, startled by Alice's sudden appearance, replied, 'I am the White Rabbit, and I'm late for an important date!'

'Late?' Alice asked, raising her eyebrows. 'But who are you meeting?'

'I'm supposed to meet the Queen of Hearts,' the White Rabbit explained. 'She'll surely be furious if I don't arrive on time.'

Alice's eyes widened with excitement. 'May I come along?' she asked eagerly.

'Well, if you promise not to dawdle,' the rabbit hesitated. 'Follow me, and let's hurry.'

With that, Alice and the White Rabbit embarked on a thrilling adventure through the magical wonderland. They encountered talking flowers, a smiling Cheshire Cat, and even played a tea party with a Mad Hatter and a March Hare.

Throughout their journey, Alice and her newfound friend relied on each other. She listened to the rabbit's directions, and he pointed out the way. Together, they overcame obstacles and faced the unknown.

As the day turned into evening, Alice couldn't help but feel grateful for the rabbit's companionship. 'Thank you for letting me join you,' she whispered.

The White Rabbit smiled warmly. 'No need for thanks, my dear. We make quite the team, don't we?”

“Certainly, this team has become ours and you’re the one who created this amazing adventure.”

And so, Alice and the White Rabbit continued their thrilling escapade, united by their friendship and the wonders of their imagination."

Answer the following questions.

1- Look at lines 1-3.

a- Give one relative pronoun.

……

b- Give one subject pronoun that refers to 'Alice'.

……

2- Look at lines 4-6.

Give one interrogative pronoun.

……

3- Look at lines 7-9.

a- Give one first person pronoun.

……

b- Give one second person pronoun.

……

4- Look at lines 10-12. The subject pronoun 'she' is used twice.

Identify the noun it refers to in each case.

Line 10: ………

Line 12: ………

5- Look at lines 13-16.

a- Give one object pronoun and identify the noun it refers to.

……

b- Give one plural subject pronoun.

……

6- Look at lines 20-25.

a- Give two object pronouns and identify the nouns they refer to.

………

………

b- Give one possessive pronoun.

………

c- Give one relative pronoun.

………

d- Give one demonstrative pronoun.

………

Practice 3

The following extracts contain misused pronouns. Underline the wrong pronouns and re-write the extract using the correct ones.

1- "Sarah and me went to the park, and we saw a dog. Him was really cute, so me wanted to pet him. Sarah told he to be careful, but me ignored her and reached out my hand. Suddenly, the dog snapped at I, and me quickly pulled back."

....
....
....

2- "I met a person whom his car broke down in front of my house. That car, who is red, belonged to my neighbour. I offered to help and he accepted. The car's owner thanked myself for helping them. That situations strengthen the social bonds between we."

....
....
....

3- "Emily is a nice popular girl at my school. She is a girl whose tends to help anyone in need. Before the exams, I asked her to help I with some equations in math; she didn't hesitate, and she spent more than three hours explaining to me how to solve it in a very simple way and I became brilliant at solving such equations. I am really grateful to him and I will never forget how helpful and kind her is."

....
....
....

Practice 4

Combine the following sentences using a suitable relative pronoun.

1- The girl helped us. The girl's hair is black.

....

2- We met Jack at the park. Jack became our intimate friend.

....

3- I bought a watch yesterday. It is very expensive.

....

4- I gave you a pen yesterday. I need it.

....

5- Mr. Rayan teaches us English. He is very friendly with us.

....

6- Jacob's speech was praised by everyone. He thanked all the attendees for their support.

....

7- I am reading a book. It's quite interesting.

....

8- The scientist was awarded the Noble prize. His research revolutionized the field.

....

9- I grew up in a big house. This house has been renovated and transformed into a museum.

....

10- The painting was sold for millions at the auction. It was created by a renowned artist.

....

LESSON 1 | PARTS OF SPEECH (WORD CLASSES)

TOPIC 3 | VERBS

Discover the power of verbs! Scan the QR code, learn, and excel!

Lesson PPT

Verbs are an essential part of speech in the English language. They are words that express actions, states, or occurrences. Verbs are used to convey what the subject of a sentence does or experiences.

Identifying Types of Verbs

1- Action Verbs: Describe physical or mental actions.
Example: She runs every morning.

2- State Verbs (Stative Verbs): Describe a state or condition rather than an action.
Example: I love chocolate.

3- Linking Verbs: Connect the subject of a sentence with a noun, pronoun, or adjective that describes or renames it.
Example: She seems tired.

Linking verbs examples: (verb to be and all its tense forms- appear- feel- look- seem- sound- be- get- remain- smell- taste-become).

4- Main Verbs: Carry the primary meaning in a sentence.
Example: They write stories for children.
N.B: The main verb can be an action or state verb.

5- Auxiliary Verbs (Helping Verbs): Work with the main verb to express tense, mood, voice, or emphasis.
Example: I am studying for the exam.
Auxiliary verbs examples: (verb to be, verb to have, verb to do and all their verb forms)
N.B: Modal verbs are also considered auxiliary ones.

6- Transitive Verbs: Require a direct object to complete their meaning.
Example: He built a house.

7- Intransitive Verbs: Do not require a direct object to complete their meaning.
Example: They laughed loudly.

8- Modal Verbs: Modal verbs are a category of auxiliary verbs that express the speaker's attitude, possibility, necessity, ability, permission, or prediction regarding the action or state described by the main verb.

List of modal verbs and their usages:

-Can
Function: Ability, possibility, permission.
Examples:

- I can swim.
- She can speak French.
- Can I borrow your pen?

-Could
Function: Past ability, polite request (more polite form of can when making a request), possibility.
Examples:

- I could run faster when I was younger.
- Could you please pass me the salt?
- It could rain later today.

-May
Function: Permission, possibility.
Examples:

- May I use the restroom?
- It may snow tomorrow.
- You may bring a guest to the party.

-Might
Function: expresses past or present possibility or a more uncertain possibility than "may."
Examples:

- I might go to the concert if I can get tickets.
- It might rain, so bring an umbrella.
- He might be late; I'm not sure.

-Must
Function: Necessity, obligation, strong recommendation.
Examples:

- I must finish this report by tomorrow.
- You must wear a seatbelt in the car.
- We must study for the exam.

-Shall
Function: Offers, suggestions, future actions.
Examples:

- Shall I help you with your bags?
- We shall meet at the park at 6 PM.
- Shall we go out for dinner tonight?

-Should:
Function: Advice, recommendation, expressing sense of obligation.
Examples:

- You should exercise regularly for better health.
- I should apologize for my mistake.
- Students should complete their assignments on time.

-Will:
Function: Future action, willingness, promise.
Examples:

- I will call you later.
- She will help you with your project.
- We will meet at the movie theater.

-Would:
Function: Past habits, polite requests, hypothetical situations.
Examples:

- When I was young, I would go swimming every weekend.
- Would you mind closing the door?
- If I had more money, I would travel the world.

-Ought to
Function: Advice, obligation.
Examples:

- You ought to apologize for your behaviour.
- They ought to study for the test.
- He ought to arrive on time.

-Need to
Function: Necessity.
Examples:

- I need to finish this project by tomorrow.
- You need to eat healthier.
- She needs to buy groceries.

Have to
Function: Necessity, obligation.
Examples:

- I have to attend the meeting.
- They have to finish their homework.
- We have to be at the airport by 8 AM.

Remember: The functions provided for each modal verb are not the only ones, as modal verbs can have various shades of meaning depending on the context they are used in.

Practice 1

Name the type of each of the underlined verbs.

1- "Genuine friendship *thrives (a),* intertwining hearts and souls. *Have (b)* you ever imagined your life without a friend who supports, motivates, and backs you up? Friends actively listen, willingly offer solace and support. They cheerfully motivate each other, fostering growth and joy. Together, they *can (c)* explore, discover, and create lasting memories. Friendship inherently nurtures, heals, and uplifts, binding spirits with an unbreakable bond. Trust, loyalty, and love *may (d)* flourish, illuminating the beautiful tapestry of true friendship."

a-……………………………………………………………………………………………………
b-……………………………………………………………………………………………………
c-……………………………………………………………………………………………………
d-……………………………………………………………………………………………………

2- "Beauty *is (a)* God's gift to humanity. Beauty, in all its splendour, *is (b)* unfolding around us all the time. When the sun paints the sky with a palette of vibrant colours, we *feel (c)* how blessed we are. While flowers *are (d)* blooming and spreading their fragrance, we *can't (e)* help but cherish the Almighty for His creation.

a-……………………………………………………………………………………………………
b-……………………………………………………………………………………………………
c-……………………………………………………………………………………………………
d-……………………………………………………………………………………………………
e- ……………………………………………………………………………………………………

Practice 2

Read the following extracts and answer the questions.

1- "Honesty, a fundamental virtue that shapes our interactions. It should be cherished and upheld. Honesty allows us to communicate sincerely, speaking our truth with integrity, and become creditable citizens in the society. We mustn't confuse honesty with bluntness; it can be expressed with kindness and empathy. We should strive to be honest with ourselves and recognise our strengths and limitations. Honesty empowers us to navigate life's complexities, fostering trust and authentic connections."

1- Give a modal verb used to give advice.

……

2- Look at line 3.

a- Give a linking verb.

……

b- What is the function of the two modal verbs used in this line?

……

……

3- Look at line 5.

a- Which part of speech is the word 'empowers'?

……

b- Which part of speech is the word 'navigate?

……

Practice 3

Read the following extract and match each modal verb with its most suitable function *as used in the text.* Each one can be used only once.

"Welcome to the thrilling amusement park! Here, you can unleash your adventurous spirit. You must follow the safety guidelines to enjoy the rides. You should try the roller coaster, which provides an exhilarating experience. Visitors may choose to ride the Ferris wheel, which offers breathtaking views. You might want to take a break and savour delicious treats from the food stalls. Don't forget, you are allowed to ask the friendly staff for assistance throughout your memorable day. We promise an adventure you will never forget."

Modal Verb	Usage
a- can	Recommendation
b- must	Promise
c- should	Permission
d- may	Ability
e- might	Obligation
f- will	Tentative possibility

LESSON 1 | PARTS OF SPEECH (WORD CLASSES)

TOPIC 4 | ADJECTIVES

Discover the power of adjectives! Scan the QR code, learn, and excel!

Lesson PPT

Adjectives are words that describe or modify nouns or pronouns. Their primary function is to provide additional information about the qualities, characteristics, or attributes of the noun they are modifying. They can express various aspects, such as size, color, shape, age, origin, material, and many other relevant qualities.

Adjectives can be used in different positions within a sentence. They can appear before the noun they modify or after linking verbs like "be".

Example: I read an *interesting* book yesterday.

-This book is *interesting*.

Adjective Types

Adjectives can be classified into different types based on the qualities or characteristics they describe. Some of the common types of adjectives include:

1- Descriptive Adjectives: These adjectives describe the characteristics or qualities of a noun. They provide details about the appearance, colour, size, shape, or other physical or observable features of the noun.

Example:

- "The tall tree"
- "A delicious meal"
- "A friendly person"
- “He is a miser”
- “The blue sky”

2- Possessive Adjectives: These adjectives indicate possession or ownership. They show that something belongs to someone or something else. Common possessive adjectives are "my," "your," "his," "her," "our," and "their."

Example:

- "My car"
- "Her book"
- "Their house"

3- Quantitative Adjectives (Quantifiers): These adjectives indicate the quantity or amount of something. They answer questions such as "How many?" or "How much?"

Example:

“Few, many, several, much”

4- Proper Adjectives: These adjectives are derived from proper nouns. They describe a characteristic or attribute associated with a specific proper noun, which can be a person, place, or thing.

Example:

- The Victorian era
- The Shakespearean poems
- The Australian forests
- He is British.
- They are Chinese.

5- Comparative Adjectives: These adjectives are used to compare two things or individuals. They indicate a higher or lower degree of a quality when comparing two entities.

Example:

- He is taller than his brother.
- Nothing is more beautiful than the sunset scene.
- She runs faster than him.

6- Superlative Adjectives: These adjectives are used to compare three or more things or individuals. They indicate the highest degree of a quality when comparing multiple entities.

Example:

- He is the smartest of all.
- He is the most intelligent among his mates.
- This is one of the worst days in my life.

Note that to form a comparative adjective, you need to add ‘er’ to the positive adjective (basic form) and follow it with ‘than’.

Example: He is nicer than all his classmates.

To form a superlative adjective, you need to add ‘est’ to the positive adjective (basic form) and precede it with ‘the’.

Example: She is the tallest one in the class.

Some adjectives have irregular comparative and superlative forms:

Example:

- Good-better than-the best
- Bad-worse than-the worst
- Far-farther than- the farthest

7- Participial Adjectives: These adjectives are derived from verbs and describe the condition or quality of a noun. They are formed by adding '-ed' or '-ing' to the base form of a verb.

Example:

- Running water
- broken glass
- baked goods

8- Compound Adjectives: These adjectives are formed by combining two or more words to describe a noun. They work together as a single unit to modify the noun.

Example:

- Blue-eyed
- high-pitched
- well-known

9- Coordinate adjectives: Coordinate adjectives should be separated by a “comma”, or the word “and”. Adjectives are said to be coordinate if they modify the same noun in a sentence to the same degree.

Example:

- This is going to be a long, cold winter.
- Isobel’s dedicated and tireless efforts made all the difference.

Adjectival Phrases

An adjectival phrase is a group of words that functions as an adjective to modify or describe a noun or pronoun in a sentence. It adds more information or further details about the noun or pronoun. Adjectival phrases can consist of different elements, such as adjectives, adverbs, and other modifiers.

Example:

- The car parked in the driveway is red.

In this sentence, "parked in the driveway" is an adjectival phrase that describes the noun "car." It provides additional information about the car by specifying its location.

- I saw a man with a long, grey beard.

The adjectival phrase "with a long, grey beard" describes the noun "man." It provides details about the appearance of the man, specifying the length and colour of his beard.

- She wore a dress made of soft, silk fabric.

In this example, "made of soft, silk fabric" is an adjectival phrase modifying the noun "dress." It describes the material and texture of the dress.

- The boy, excited about the trip, packed his bag.

The adjectival phrase "excited about the trip" describes the noun "boy." It provides information about the boy's emotional state and the reason behind it.

- An intricately carved, antique chair.
- The adjectival phrase " intricately carved, antique " describes the noun "chair." It provides information about the chair's shape and condition.

N.B: Adjectives preceded by 'adverbs' as modifiers considered to be 'adjectival phrases.'

Example: She was extremely beautiful.

Practice 1

Read the following sentences and underline the adjective(s) or the adjectival phrase(s) in each sentence.

1- The tall and magnificent skyscraper stood as the city's pride.

2- She wore the coziest sweater she could find on that freezing winter night.

3- The old, creaky door opened with a louder, eerier sound than before.

4- The small, fluffy kitten played with a shiny red ball, enchanting everyone.

5- The brave firefighter rushed into the burning building, displaying extraordinary courage.

6- The delicious aroma of freshly baked bread filled the kitchen, making everyone's mouths water.

7- The joyful children ran across the green field, laughing and shouting in excitement.

8- The intelligent student solved the complex math problem with ease, impressing the entire class.

9- The sleek, modern car turned heads with its exceptional speed and design.

10- The magnificent sunset painted the sky with the most vibrant hues of orange and purple.

11- The adorable baby giggled and played with her soft, plush teddy bear, capturing everyone's hearts.

12- The furious storm unleashed its wrath, unleashing powerful winds and torrential rain.

13- The cozy cabin nestled amidst the breathtaking mountain scenery, offering tranquility and peace.

14- The mischievous cat stealthily tiptoed across the room, causing absolute chaos.

15- The elegant ballroom was adorned with exquisite chandeliers and meticulously chosen luxurious draperies.

Practice 2

Read the following extracts and match each underlined adjective with its type.

1-“Nestled amidst rolling green hills, a *hidden* gem emerges, *the most precious* of all—a *calm, charming* village. Its cobbled streets wind through vibrant floral gardens, *dotted with charming pastel*-painted cottages adorned with colourful shutters. The aroma of freshly baked goods wafts from cozy *old-world* bakeries, while lively open-air street markets offer a variety of handmade arts and crafts. Giant churches, inspired by Gothic style, adorned with detailed stone carvings reach the skyline, casting long shadows over bustling town squares *alive with jovial laughter* and spirited conversation.”

Adjective	Type
a- hidden	Compound adjective
b- the most precious	Co-ordinate adjective
c- calm, charming	Superlative adjective
d- old-world	Adjectival phrase
e- alive with jovial laughter	Participle adjective

2- “In the *desolate and treacherous* wilderness, a multitude of stranded, disoriented animals endure a *harrowing* plight. Lonesome and vulnerable creatures, shivering and famished, desperately seek refuge amidst the unforgiving and inhospitable land. Their weary and sorrowful eyes reflect a complex mixture of fear, resilience, and longing. The relentless and merciless elements pose relentless challenges to their *severely fragile* survival, from scorching, relentless heat to biting, *bone-chilling* cold. With dwindling hope and aching desperation, they yearn for a helping hand, a beacon of compassion and empathy in their desperate and solitary struggle. All they seek is a kind heart that grants them a *better* life.”

Adjective	Type
a- desolate and treacherous	Compound adjective
b- harrowing	Co-ordinate adjective
c- better	Comparative adjective
d- severely fragile	Adjectival phrase
e- bone-chilling	Participle adjective

3- “Terrorism, the *ever-present* and malevolent force, the *worst* nightmare of all societies inflicts unspeakable horrors upon humanity. Its insidious and destructive presence casts an ominous shadow over societies, leaving indelible scars on innocent lives. As we stand as a *united* nation against this relentless threat, summoning unwavering determination and resilience, we can overcome the haunting echoes of past cruelty. Together, we strive to build a future *free from the clutches of terror*, where peace and harmony prevail, undeterred by the darkness that seeks to consume us.”

Adjective	Type
a- ever-present	Participle adjective
b- worst	Adjectival phrase
c- united	Compound adjective
d- free from the clutches of terror	Superlative adjective

Practice 3

Read the following extracts and identify the noun each underlined adjective (s) / adjectival phrases modifies.

1- "In the depths of the schoolyard, a timid girl named Lily endured the torment of *relentless* bullies. With piercing gazes, they mocked her fragility, unleashing cruel words like venomous arrows. The ringleader, a *tall and fearful* figure, revelled in her misery, while his minions, *cruel and heartless*, joined the chorus of laughter. Yet, amidst the sea of darkness, a glimmer of hope emerged. A compassionate friend, *kind and empathetic*, shielded Lily's *wounded* spirit, offering solace and unwavering support. Through this bond, the power of resilience and compassion began to spark, lighting a path toward healing and strength for a person *with countless heart wounds*."

Adjective	The noun it modifies
a- relentless	………………………
b- tall and fearful	………………………
c- cruel and heartless	………………………
d- kind and empathetic	………………………
e- wounded	………………………
f- with countless heart wounds	………………………

2- "Bullying. The lethal weapon that kills its innocent preys for no *logical* reason except for the *wretched, dishonourable, foul* nature of a 'human' who decided to cause another human *unbearable* pains and sorrows only to have fun and satisfy themselves in a *desperate* attempt to prove a *fake, longed-for* excellency through mocking those with no ability to defend themselves or fire back. They wickedly highlight any area of weakness those individuals may have only to shroud their own weakness without any understanding of how *devastating and terrible* the consequences of their deeds may be."

Adjective	The noun it modifies
a- logical	………………………
b- wretched, dishonourable, foul	………………………
c- unbearable	………………………
d- desperate	………………………
e- fake, longed-for	………………………
f- devastating and terrible	………………………

Practice 4

Read the following extract and answer the questions.

1- "In the heart of the serene park, majestic giants stand tall, their branches reaching for the heavens. These awe-inspiring trees, towering and magnificent, boast thick trunks adorned with textured bark. Their green canopies spread wide, casting a soothing shade beneath, as leaves rustle in the gentle breeze."

1- The trees are described as 'giants'.

Look at line 2. Give one adjective that describes the big size of the trees.

………

2- Look at line 1. Give one adjectival phrase that describes the branches.

………

3- Give one compound adjective from the extract.

………

4- Look at line 3. Give one adjective that describes the shades of the branches and identify its type.

………

2- “In the vast expanse of the cosmic void, countless celestial wonders await the intrepid explorers. Gleaming stars twinkle like distant beacons, each one vying to outshine the others in a cosmic competition of luminosity. Nebulous clouds gracefully drift, showcasing ethereal hues of ever-increasing beauty, as if each cloud were in a friendly competition to be the most breathtaking.

Planets, from massive gas giants to the tiniest rocky orbs, possess their own unique allure, each one claiming its place in the vast cosmic tapestry. Radiant comets streak across the sky, leaving behind their trails of splendour, each comet trying to outdo the previous one in a display of celestial artistry. The enigmatic universe holds within its grasp the most mind-boggling, awe-inspiring, and unimaginable secrets, waiting to be uncovered by those with a hunger for discovery.”

1- Look at the first paragraph.

a- The writer considered the stars as ‘wonders’.

Give two adjectives the writer used to describe the stars from line 1.

....

b- How were the explorers described?

....

c- Look at line 2. Give one participle adjective that describes the stars.

....

d- Give one compound adjective.

....

e- Give a superlative adjective form.

....

2- Look at the second paragraph.

a- In the first line in this paragraph, what grammatical structure does the writer use to describe the size of the “rocky orbs” ?

....

b- Give two possessive adjectives.

....

c- What type of adjectives is ‘with a hunger for discovery” and what does it modify?

....

d- The secrets were described as ‘unimaginable’. Give three other adjectives from the same paragraph used to describe the ‘secrets’ and identify the type of each of them.

....

....

Practice 5

1_ Choose the suitable adjective form to fill in the gaps in the following extract then answer the questions.

Lila, an ……(1)………. (egyptian- Egypt- Egyptian) imaginative young girl, possessed an extraordinary dream of becoming ……(2)………. (greater than- a great- the greatest) astronaut the world had ever seen. With relentless determination and boundless creativity, she embarked on a dangerous yet ………(3)……. (thrilling-thrilled-thrill) journey towards the stars.

Her courageous spirit pushed her beyond the Earth boundaries, pushing her towards a mesmerizing universe of ………(4)……. (un-surpassing / unsurpassed / un-surpass) glory. Floating weightlessly amidst ………(5)………. (awe-inspiring / awe inspiring / awe-inspired) plants and ……(6)………. (breath-taken / breathtaking / breath-took) stars, Lila's journey was nothing short of extraordinary. She navigated the cosmos with an unwavering resolve, like a bright comet blazing through the cosmic expanse.

………(7)……. (Her- Its- Hers) accomplishments and her superlative achievements, solidified her place among ………(8)……. (more renowned- renowned- the most renowned) space explorers in history. Lila's tale serves as a testament to the insistence of the human spirit and its capacity to transform seemingly impossible dreams into resplendent reality. Her dream trespassed the boundaries of Earth, reaching ……(9)………. (a high limit- highest limit- a higher limit than) anyone could have expected, but she did it."

2_ Re-read the extract and answer the following questions.

1- Look at the second paragraph.

a- In the first line, 'her' is used twice. Identify the part of speech of each one.

-"Her courageous spirit …"

'Her' here is a / an ……………………………………………………………………………………………

- "…courageous spirit pushed her …"

'her' here is a / an ……………………………………………………………………………………………

b- Tick one box.

In the second line, the word 'mesmerizing' is a/an

Verb ☐

Noun ☐

Adjective ☐

c- Look at lines 5- 6 in the second paragraph.

Give two adjectival phrases.

………

Give one participle adjective.

………

2- Look at the third paragraph.

a- What type of adjectives is "adorned with superlative achievements" and what noun does it modify?

………

b- What type of adjectives is 'seemingly impossible' and what noun does it modify?

………

LESSON 1 | PARTS OF SPEECH (WORD CLASSES)

TOPIC 5 | ADVERBS

Discover the power of adverbs! Scan the QR code, learn, and excel!

Lesson PPT

An adverb is a word or phrase that modifies or adds information to a verb, adjective, another adverb, or a whole sentence. Adverbs typically express manner, place, time, frequency, degree, or cause. They provide details about how an action is performed, where it takes place, when it occurs, how often it happens, to what extent, or why it happens.

Adverbs can be single words such as "quickly," "here," "now," "often," or "very." They can also be phrases like "in a hurry," "at home," "from time to time," "to a great extent," or "due to the weather."

Adverb Types

Adverbs can be categorized into various types based on the kind of information they provide or the function they serve within a sentence. There are different types of adverbs:

1- Adverbs of Manner: These adverbs describe how an action is performed or the manner in which something happens.

Example:

- She sings *beautifully*.
- He drives *slowly* to avoid accidents.
-

2- Adverbs of Place: These adverbs indicate where an action takes place or the location of something like “here, there, everywhere, outside, inside”.

Example:

- The kids played outside.
- We searched everywhere for the missing keys.

3- Adverbs of Time: These adverbs are used to describe when, how long, or how often (frequent) an action occurs / happens.

a- When an action occurs.

Example:

- We will move out soon.
- They sold their car yesterday.
- We can meet later.

“Now, then, soon, yesterday, later, soon, today, during…” are examples of time adverbs.

b- how long an action lasts (duration)

Example:

- We haven't met since we were kids.
- They have lived in Egypt for their whole life.
- She worked on her project all day.

In these examples, the underlined parts are called 'adverbial phrases' as they consist of multiple words that function together to modify the verb.

c- how often an action happens. (frequency)

- She often goes for a run in the morning.
- He rarely eats fast food.
- Sometimes we make mistakes that can never be undone.

"Usually, rarely, often, seldom, occasionally, frequently, regularly, …" are examples of adverbs of frequency.

4- Adverbs of Degree: These adverbs indicate the intensity, extent, or level of an action or quality.

Example:

- She is very talented.
- He was quite upset with the result.
- They were extremely furious.

"Very, extremely, quite, rather, too, really, almost, remarkably, …" are examples of adverbs of degree.

5- Adverbs of Certainty: These adverbs express the degree of certainty or doubt about a situation or statement.

Example:

- They will certainly win the game.
- He will definitely pass the assessment.

6- Conjunctive Adverbs: These adverbs connect ideas, clauses, or sentences together.

Example:

- She decided to live in another city; hence, she rented this house.
- I believe you; however, an investigation must be done.

"Consequently, moreover, in addition, thus, …" are some examples of conjunctive adverbs.

Note that: Adverbs are usually formed by adding 'ly' to the adjective, for example the adverb of 'slow' is 'slowly', 'happy -happily', etc.

However, some adverbs don not follow the same rule when formed:

Example:

The adverb of 'fast' (adjective) is also 'fast'.

- He has a very fast car. (adjective)
- He drives fast. (adverb)

Other examples:

Adjective	Adverb
hard	hard (when reflecting intensity)
late	late (when reflecting a delay)
early	early
far	far
high	high (when referring to distance)
low	low
good	well

N.B: 'Lately' is an adverb of time referring to actions or events happening in the recent or near past.

Example:

- She has been busy lately.

'Hardly' is an adverb of manner that refers to actions or events being done with difficulty, barely, or almost not.

Example:

- They could hardly hear the music.

Note that: Usually, when more than one word function together to modify the verb, we name this construction an 'adverbial phrase', and they have the same classification of the one-word adverbs.

Example:

- He finished his homework in a hurry to watch the match. (Adverbial phrase of manner) = He finished his homework hurriedly to watch the match. (Adverb of manner)
- We see them every now and then. (Adverbial phrase of time "frequency")
- As a child, Sara was a true musical legend. (Adverbial phrase of time)

Practice 1

1- Read the following sentences and underline the adverb(s) / adverbial phrase(s) in each sentence.

1- They were extremely excited about travelling to Paris.

2- We are quite sure that he is innocent.

3- These men are moving around the building in a suspicious way.

4- Crying is her usual reaction when someone shouts loudly in front of her.

5- The streets were empty because of the match; we reached home in a blink.

6- With great sorrow, we announce the death of the queen.

7-Why do you want us to leave?! We have just arrived.

8- Your efforts are highly appreciated.

9- She replied in anger, denying all the accusations.

10- You must work hard to reach your target.

11- Everybody respects him, even his enemies.

12- He is praised everywhere for his outstanding achievements.

13- Acting aggressively will not solve your problem.

14- She panics when put under stress.

15- Raise your voice, please; we can barely hear you.

16- With pride and confidence, she stepped on the stage.

17- The company grew fast in the past year; moreover, its value in the market has increased.

2- Read the following sentences, find the adverb(s) / adverbial phrase(s) in each one and identify its type. The first one is done for you.

1- The kids received the news with enthusiasm.

Adverb / Adverbial phrase: with enthusiasm

Type: Adverbial phrase of manner.

2- We haven't seen them for ages.

Adverb / Adverbial phrase: ……………………………………………………………………

Type: ……………………………………………………………………………………

3- They were telling their mom excitedly about their courage, and the mother was smiling knowingly.

Adverb / Adverbial phrase: ……………………………………………………………………

Type: ……………………………………………………………………………………

4- We haven't slept all night.

Adverb / Adverbial phrase: ……………………………………………………………………

Type: ……………………………………………………………………………………

5- At the age of nine, she started acting in series.

Adverb / Adverbial phrase: ……………………………………………………………………

Type: ……………………………………………………………………………………

6- Her movies are watched all over Europe.

Adverb / Adverbial phrase: ……………………………………………………………………

Type: ……………………………………………………………………………………

7- He ran swiftly, dashing through the forest with incredible speed.

Adverb / Adverbial phrase: ……………………………………………………………………

Type: ……………………………………………………………………………………

8- We usually get a long vacation in summer; however, we never feel it is enough.

Adverb / Adverbial phrase: ……………………………………………………………………

Type: ……………………………………………………………………………………

Practice 2

Read the following extracts and answer the questions.

1- “With unwavering determination, Mark resolutely decided to embark on a fresh journey – starting from scratch. An entire year had passed since he lost everything: his flourishing company, his substantial wealth, his prized top-notch car, and, most significantly, his shattered self-confidence.

Diligently, he sought to rebuild his life. He was painstakingly piecing together the fragments of his aspirations. Slowly but steadily, he thoroughly honed his skills, consistently working towards his goals.

With each passing day, his resilience grew stronger, enabling him to fearlessly confront the daunting challenges that lay ahead. Relentlessly, he pursued opportunities, seizing them with calculated audacity. Gradually, the wounds of his past failures began to heal as his determination burned brightly.

He emerged from the depths of despair, renewed and energised, proving that even amidst adversity, perseverance and unwavering resolve can lead to a triumphant comeback.”

1- Look at the first paragraph.

a- Find an adverbial phrase of manner.

……

b- Give an adverb which, as used in the paragraph, means ‘firmly’.

……

c- Find an adverb of time.

……

2- Look at the second paragraph.

a- Which verb does the adverb ‘painstakingly’ modify?

……

b- Find and adverb which, as used in the paragraph, means ‘continually’.

……

c- Which part of speech is the phrase ‘towards his goal’?

……

3- Look at the third paragraph.

a- Give an adverbial phrase of time that modifies the verb 'grew' in the first line.

……

b- What type of adverbs is 'fearlessly' and which verb does it modify?

……

c- Which part of speech is the phrase 'with calculated audacity'?

……

2- "Ludwig van Beethoven, an extraordinarily talented composer, was born in Bonn, Germany, in 1770. From an early age, he exhibited prodigious musical aptitude. Swiftly, he mastered the piano, astonishing listeners with his skill.

Despite facing hearing loss, his genius persisted unwaveringly, propelling him to create symphonies of unparalleled beauty. Tirelessly, he pushed artistic boundaries, boldly experimenting with innovative harmonies and dynamic forms.

His compositions, deeply emotional and passionately executed, resounded with unparalleled intensity. Ultimately, Beethoven's legacy endures as a testament to his courageous spirit and unwavering dedication to his craft.

With unique brilliance, he forever changed the landscape of classical music, leaving an indelible mark upon the world."

1- Look at the first paragraph.

a- Which word does the adverb 'extraordinarily' modify? Tick one box.

composer ☐

born ☐

talented ☐

Beethoven ☐

b- What sort of adverbs is ‘extraordinarily’? Tick one box.

time ☐

manner ☐

degree ☐

place ☐

c- Give two examples of adverbial phrases of time.

……

……

2- Look at the second paragraph.

a- Find the adverb that modifies ‘experimenting’.

……

b- From this paragraph, find an adverb that can replace the adverbial phrase ‘without being tired’.

……

3- Look at the third paragraph.

‘His compositions, deeply emotional and passionately executed, resounded with unparalleled intensity.”

From the previous sentence:

a- Find an adverb that modifies an adjective.

……

b- Which word does the adverb ‘passionately’ modify?

……

4- Look at the fourth paragraph.

a- Find an adverb of time.

……

b- Which part of speech is 'With resounding brilliance' and which word does it modify?

……

……

Practice 3

Choose the correct word to fill in the gaps in the following text.

Sailing …(1)… (slow-slowly- in slow) in the rumbling sea, Dana tried ……(2)……. (hardly-hard-hardness) to control her small sailing boat. ……(3)……. (Tirelessly-Tired-With Tired), she kept on attempting to keep the steer under her management. The waves were coming ……(4)……. (fastly-fastening-fast) one after the other as if they were competing to crash her small sailing boat. She was ……(5)……. (extremely-extremist-extreme) afraid, and her heart was pounding out of her chest as if trying ……(6)……. (desperate-desperately- with desperately) to warn her from the approaching danger. She could ……(7)……. (hardly-hard-hardness) keep the boat floating ……(8)……. (steadiness-steadily-steady), but she knew quite (good-goodly-well) that she was in an unequalled battle.

LESSON 1 | PARTS OF SPEECH (WORD CLASSES)

TOPIC 6 | CONJUNCTIONS

Discover the power of conjunctions! Scan the QR code, learn, and excel!

Lesson PPT

Conjunctions are a distinct part of speech that serve as connectives. They join words, phrases, or clauses together to demonstrate relationships between them.

It is important to differentiate between the term "conjunctions" as a part of speech and the broader category of "connectives," which includes conjunctions, adverbs, and prepositions used to connect words, phrases, or clauses together to show the relation between them. This relation can be addition, compare and contrast, cause and effect, sequencing, illustration, etc.

To sum up, when asked to find a 'connective' in a text, the field is open for you to pick whatever words / phrases that link ideas together. But when asked to find a 'conjunction', your choices become limited as we will illustrate in the following part.

Understanding Conjunctions: Types and Usages

There are three types of conjunctions:

1- Co-ordinating Conjunctions

They are words that connect words, phrases, clauses of equal importance to help form logical links between sentences.

Co-ordinating conjunctions are as follows:

- For (to show cause /give reason)

Example: They didn't attend the meeting, for they were stuck in a traffic jam.

- And (to add / combine)

Example: They went to the meeting and presented their plans in a very clever way.

- Nor (to negate / exclude both items)

Example: Sara didn't give reasons for her absence, nor did Rachel.

- But (to contrast / to show an exception)

Example: We wanted to go to the wedding, but we were not invited.

- Or (to introduce alternatives)

Example: Shall we go out or spend the night at home?

- Yet (to contradict and present an unexpected outcome)

Example: He was exceedingly wealthy, yet his life remained profoundly unsatisfying.

- So (to show the results / consequences)

Example: I was in a bad mood, so I went to the beach as a kind of change.

N.B: You can remember them by using the mnemonic device FANBOYS.

2- Co-relative Conjunctions

Co-relative conjunctions, also known as correlative conjunctions, are a specific type of conjunction that work in pairs to connect two parallel elements or clauses within a sentence. They establish a relationship of balance or contrast between these elements, emphasizing their mutual connection or differentiation.

Common co-relative conjunctions are as follows:

- Both…and: Used to emphasize the inclusion or combination of two elements.

Example: Both John and Mary study hard.

Note that we use the plural form of the verb with 'both…and'.

- Either…or: Used to present a choice between two options.

Example: You can either study for the exam or go to the concert.

-Either you finish your homework now, or you will have to stay up late to complete it.

- Neither…nor: Used to express the negation of two options.

Example: Neither the cat nor the dog is allowed on the couch.

-I neither like tea nor enjoy coffee; my preferred beverage is hot chocolate.

Note that we use the singular form of the verb with 'neither…nor'.

- Not only…but also: Used to emphasize two elements or actions in parallel.

Example: She is not only intelligent but also hardworking.

-Not only did she win the gold medal in swimming, but she also set a new world record.

- Whether…or: Used to present alternatives or possibilities.

Example: I don't know whether to go to the beach or stay home.

- Whether you choose to go on vacation or stay at home, make sure to take some time for yourself.

- Just as…so: Used to draw a parallel or comparison between two elements.

Example: Just as the sun rises, so does hope.

- Such…that: Used to introduce a result or consequence.

Example: He was such a good chef that everyone praised his cooking.

3- Subordinating conjunctions

Subordinating conjunctions are a type of conjunction that join a subordinate clause to a main clause. They introduce dependent clauses, which cannot stand alone as complete sentences and rely on the main clause for their meaning.

Subordinating conjunctions establish a variety of relationships between the main clause and the dependent clause. They can indicate time, cause and effect, condition, purpose, and more. These conjunctions help to provide a logical connection between ideas within a sentence.

Some common examples of subordinating conjunctions include "although," "because," "if," "since," “when,” "after," "before," "unless," "whereas," "until," and "while." These conjunctions introduce dependent clauses and serve to show the relationship between the dependent clause and the main clause, providing additional context, explanation, or conditions.

Examples:

- My sister and I decided to make pasta while everybody was asleep. (The conjunction here indicates time)

-If you insist on resigning, you will lose all the privileges given to you. (The conjunction here introduces a condition)

- Although they are intimate friends, they are of completely different characters. (The conjunction here shows contradiction)

- I always seek her advice because she is very wise. (The conjunction here indicates the cause)

Remember that not all words / phrases that connect items are 'conjunctions'. Some of them can be adverbs or prepositions, and in this case they go under the term 'connectives'.

Example:

- First, we went shopping then we went to the cinema. (Time connectives 'adverb')
- I studied all day, completed my assignments, and finally went to bed. (Time connective 'adverb')
- John studied diligently for months; thus, he was well-prepared for the challenging exam. (Connective to show the result 'conjunctive adverb')
- Despite her illness, she carried out all the required tasks. (The connective 'despite' is a preposition)

N.B: 'Despite' and 'in spite of' are prepositions used to connect; they are NOT conjunctions.

Practice 1

1- Underline the conjunction(s) / connective(s) in each of the following sentences.

1- She was planning to travel abroad, but unfortunately her mum got sick; consequently, she had to cancel all her plans.

2- Despite the strong friendship they have, she knew about her engagement by chance.

3- Once the sun sets, we'll start the bonfire.

4- He was neither sad nor happy; he was in a neutral mood – almost feeling nothing.

5- I know you are fed up with studying, yet you do not have any other option but to finish your tasks.

6- Because of her recklessness, she lost her diamond ring when she was in the party.

7- Regardless our disagreements, we are still friends.

8- First, we'll prepare the ingredients, then we'll start cooking.

9- We will leave as soon as the party ends.

10- As I was crossing the street, I saw a fast car hitting a man.

11- I will help you if I can.

12- However beautiful she was, she never managed to make friends because of her arrogance.

13- Since this is our last meeting, I would like to thank all of you for your dedication and commitment.

2- Determine the type of the underlined conjunction / connective in each of the following sentences and identify its usage according to the context. The first one is done for you.

1- She forgot her keys; *hence*, she couldn't enter the house.

Type: conjunctive adverb (connective).

Usage: to introduce / show the result / consequence / effect.

2- *While* we were playing tennis, we heard an explosion.

Type: ....

Usage: ....

3- *In spite of* being extremely busy, she came to my birthday party.

Type: ....

Usage: ....

4- *If* I were you, I would never accept his apology.

Type: ....

Usage: ....

5- She forgave him *despite* his rudeness.

Type: ....

Usage: ....

6- *Not only* is he a genius, *but also* he is very popular at school.

Type: ....

Usage: ....

7- I don't know *whether* to accept the offer *or* to give myself more time to search for a better opportunity.

Type: ....

Usage: ....

8- She repeated the same mistake *although* I had warned her more than once.

Type: ....

Usage: ....

Practice 2

Read the following sentences and tick one box to choose the correct answer.

1- 'Both Joseph and Mark were suspended yesterday.'

What type of conjunctions is used in this sentence?

Subordinating ☐

Co-ordinating ☐

Co-relative ☐

2- 'Despite facing numerous challenges, she persevered and achieved her goals.'

What is the function of 'despite' in this sentence?

To contradict ☐

To show cause and effect ☐

To add more details ☐

3- 'Because they were exhausted, they slept all day.'

What part of speech is 'because'?

Adverb ☐

Connective ☐

Conjunction ☐

4- ‘We will meet Sara then we will go to the cinema.’

The word ‘then’ in this sentence is identified as a:

Co-ordinating conjunction ☐

preposition ☐

Time connective ☐

5- ‘He was such a nice person that everyone wants to be part of his team.’

What is the type of the conjunction used in this sentence?

Subordinate ☐

Co-ordinating ☐

Co-relative ☐

6- ‘We bought a new house and we decided to move out, but neither Raz nor Daniel wanted to move out that fast – although the new house is very big.’

The subordinate conjunction in this sentence is:

although ☐

neither…nor ☐

but ☐

7- 'Since this is our last gathering, I'd like to show both gratitude and appreciation to all the workers who supported us. We will have dinner together first, then all the workers will be awarded.'

The time connective in this sentence is:

Both…and ☐

Since ☐

to ☐

8- 'It is raining heavily today; however, we will not change our travelling plans.'

What is the connective in this sentence used to show?

Cause ☐

Contradiction ☐

Effect ☐

9- 'Just as she worked hard to prepare for the exam, so did he.'

The conjunction in this sentence is used to indicate:

Addition ☐

Effect ☐

Equality ☐

Practice 3

Read the following extracts and answer the questions.

Text A- “Despite its widespread popularity, junk food poses significant health risks. Firstly, it is typically high in saturated fats and sugars, contributing to obesity and related diseases. Additionally, consuming excessive junk food can lead to nutrient deficiencies, as it often lacks essential vitamins and minerals.

Furthermore, studies suggest a link between regular junk food consumption and increased risk of heart disease and diabetes. On the other hand, making healthier dietary choices can promote overall well-being. Therefore, it is crucial to limit the intake of junk food and prioritize nutritious options for a balanced and nourishing diet.

In contrast to the negative effects of junk food, incorporating fresh and wholesome alternatives can have remarkable benefits. By choosing fruits, vegetables, and lean proteins, individuals can nourish their bodies with vital nutrients.

Moreover, engaging in regular exercise not only complements a healthy diet but also enhances physical fitness. Subsequently, individuals may experience increased energy levels, improved mood, and reduced risk of chronic illnesses.

While it may require effort and discipline, adopting a balanced lifestyle provides a solid foundation for long-term health. Thus, by prioritizing nutritious choices and embracing an active routine, individuals can take charge of their well-being and enjoy a fulfilling and vibrant life.”

1-Look at the first paragraph.

a- Find a connective used to introduce a contrasting viewpoint.

………

b- From line 3, find a conjunction and identify its type.

………

c- Find a connective used to add a new point.

………

2- Look at the second paragraph.

In this paragraph, the writer uses 'and' to add further points. Give three other connectives from this paragraph and define their usage.

……

……

……

3- Look at the fourth paragraph.

a- Give a co-relative conjunction.

……

b- Find a connective used to introduce the effect.

……

4- Look at the last paragraph.

a- Find a subordinate conjunction.

……

b- Find a connective that is used to indicate a logical conclusion or result.

……

Text B- "In a small town called Willowbrook, there lived a curious and imaginative boy named Oliver. One day, while rummaging through his grandfather's dusty attic, Oliver stumbled upon a weathered journal filled with intriguing sketches and cryptic notes. His eyes widened with excitement as he realized that his grandfather was once a renowned inventor. Inspired by this discovery, Oliver set out on a daring quest to create his own masterpiece—a time machine.

Armed with determination, Oliver meticulously gathered gears, wires, and assorted contraptions from his father's workshop. First, he assembled the framework, carefully interlocking each cog and ensuring that all mechanisms aligned seamlessly. Just as he tightened the bolts, he couldn't help but feel a surge of anticipation coursing through his veins.

Next, Oliver obtained a rare mineral, known as Chronoite, rumored to possess time-bending properties. With great caution, he integrated the Chronoite into the core of his invention, harnessing its enigmatic energy. Sweat glistened on his forehead, for he was trying carefully to adjust the intricate circuitry and connect the power source to the temporal interface without making any mistake."

1- Look at the first paragraph.
a- Find a subordinate conjunction used to indicate time.

……

b- Find a subordinate conjunction used to give reason.

……

2- Look at the second paragraph.
a- Find a time connective used to indicate the beginning of a sequence of events.

……

b- Find a subordinate conjunction.

……

3- Look at the third paragraph.
a-the word 'next' functions as:

a conjunction ☐

a time connective ☐

an adjective ☐

b- Find a conjunction used to give reason and identify its type.

……

Text C- 'Hours turned into days, and days into weeks, as Oliver toiled tirelessly, refining and perfecting his creation. Regardless of the numerous setbacks and unforeseen challenges, Oliver persevered, fueled by his unwavering belief in both the power of dreams and endless possibilities.

Finally, the moment of truth arrived. With a trembling hand, Oliver activated the time machine, bracing himself for the unknown. A cascade of lights and whirring sounds engulfed the room once the contraption sprang to life. A portal shimmered before him, swirling with the colors of the past and the future.

Hesitant yet determined, Oliver stepped forward, crossing the threshold into a realm beyond time. He found himself transported to a bustling city, but not the Willowbrook he knew. Tall skyscrapers soared into the sky, and futuristic vehicles zipped through the air. Oliver's heart raced when he realized he had inadvertently journeyed into the future.'

1- Look at the first paragraph.

a- Find a co-relative conjunction.

....

b- Find a connective used to introduce a contrasting idea.

....

2- Look at the second paragraph.

Give a time connective from line 3.

....

3- Look at the third paragraph.

a- From line 1, give a conjunction used to indicate opposition and identify its type.

....

b- Give a connective used to indicate time.

....

Practice 4

Choose the correct word to fill in the gaps in the rest of the story.

Through his adventures in this new era, Oliver encountered remarkable technologies, advanced civilizations, ……(1)……… (in addition to- yet- despite) beings from distant galaxies. Each encounter fueled his thirst for knowledge and fed his passion for discovery.

………(2)…… (Moreover, Although, However), as time slipped through his fingers like grains of sand, Oliver couldn't shake a bittersweet longing for home. He realized that ……(3)……… (when- even though- as) the wonders of the future were awe-inspiring, the ties that bound him to his past were irreplaceable.

Thus, with a heavy ………(4)…… (yet- so- or) enlightened heart, Oliver made the decision to return to his own time. With a few adjustments to the time machine, he set the coordinates for Willowbrook, the town he cherished and the people he held dear. ……(5)……… (Because- If- As) the familiar sights and sounds of his hometown enveloped him, Oliver felt a profound sense of gratitude and purpose.

………(6)…… (Consequent- However- And so), the boy embarked on a transformative journey that transcended the boundaries of imagination, ………(7)…… (despite- so- for) he was courageous enough and dared to dream of manipulating time. Oliver's legacy lived on, ……(8)……… (not only- neither-both) inspiring generations to come ……(9)……… (or- nor- but also) reminding them that within the grasp of a single moment, the possibilities of time were infinite."

LESSON 1 | PARTS OF SPEECH (WORD CLASSES)

TOPIC 7 | PREPOSITIONS

Prepositions are a part of speech that typically come before a noun or pronoun and establish a relationship between that word and other elements in a sentence. They are used to indicate location, direction, time, manner, cause, purpose, possession, and more. Prepositions help to show a relationship in space or time or a logical relationship between two or more people, places or things. Prepositions are most commonly followed by a noun phrase or pronoun.

Commonly, prepositions are single words. However, they can appear as pairs or a group of words.

Common Single-Word Prepositions

In- on- at- with- across- beyond- beneath- behind- over- without- from- round- than-below- through- within- via- for- about- up- down- until- among- during- except- out- into- despite- to- by- beside- towards- of- off- between- past- along- opposite- from…etc.

Example:

- The success was beyond our expectations.
- I don't know where he comes from.
- She can't live without her dog.
- This secret is between you and me.
- The quiz has been distributed among the students.
- Switch off the lights please.
- They didn't sleep until the morning.
- We discussed the financial issues during the meeting.
- Everybody came to the party except Ahmed.

Notice that words like 'after, before, until, as, since' function as both conjunctions and prepositions depending on what follows them.

If followed by a noun phrase / pronoun, they function as 'prepositions.'

But when followed by a clause, they function as 'conjunctions.'

Example:

- After *the party*, we went for a drink. (preposition)
- After *the party had finished*, we went for a drink. (conjunction)

- Since *I finished my work* early, I decided to go for a walk in the park. (conjunction)
- Since *the beginning* of the pandemic, remote work has become increasingly popular. (preposition)
- We'll just have to wait until *they decide* what to do. (conjunction)
- Okay, we'll wait here until *six o'clock*. (preposition)

Also notice that several words which are prepositions also belong to the word class of adverbs depending on what follows them and whether they modify a verb or not. These include:

about, across, around, before, beyond, in, inside, near, opposite, outside, past, round, through, under, up, within.

Example:

- We waited him outside *the club*. (preposition)
- Please, *wait* outside. (adverb)
- He was sitting before *me*. (preposition)
- I haven't seen *him* before. (adverb)
- She *twirled* around in delight. (adverb)
- She walked around *the park.* (preposition)

Pairs and Groups of Words Prepositions

Although most prepositions are single words, some pairs and groups of words operate like single prepositions. The most common prepositions that consist of groups of words are:

ahead of- except for- instead of- owing to- apart from- in addition to- near to- such as- as for- in front of- on account of- thanks to- as well as- in place of- on top of- up to- because of- in spite of- out of- due to- inside of- outside of.

Example:

- He gave his speech *in front of* more than 10000 people.
- Many people died *because of* the earthquake.
- We will go for a cost cutting plan *due to* the current financial circumstances.
- There'll be *up to* 20000 people attending the match.
- You can add honey as a sweetener *instead of* sugar.
- All the sailors were saved, *thanks to* the captain's courage.

Common Adjective + Preposition patterns.

We commonly use prepositions after adjectives. Here are the most common adjective + preposition patterns:

- Aware, full + of

Example: Are you aware of the problem you have put yourself in?

- Different, separate + from

Example: He is different from anybody else.

- Familiar, wrong + with

Example: What's wrong with you?

- Good, surprised + at

Example: We were surprised at the food prices when we returned to Egypt.

- Interested + in

Example: She is interested in science.

- responsible, good + for

Example: Eating vegetables is good for your health.

- Worried, excited + about

Example: I am really worried about him.

Practice 1

Read the following sentences and underline the preposition(s) in each sentence.

1- I couldn't recognise him among the crowds.

2- Travelling to Europe is one of their plans during summer vacation.

3- Why can't you get him out of your mind?

4- We went shopping before the dinner reception.

5- I can't find my keys. I must have left them inside the car.

6- We saw some strangers outside the building.

7- He was glancing at me strangely.

8- Would you help me with my math homework?

9- He is brilliant at drawing.

10- They postponed the outing because of the bad weather.

11- In addition to his smartness at science, he is a talented singer.

12- Despite her shyness, she was able to stand on the stage in front of 2000 people.

13- She usually runs around the park in the early morning.

14- Our success was beyond expectations.

15- You should solve this quiz without anyone's assistance.

16- She was sitting next to me in the theatre, but I didn't know that until the show had ended.

17- Her eyes were full of tears when she returned home after the meeting.

18- Why don't you go with us to the park? It's very nearby.

19- I am bored with all these assignments.

20- She was very proud of her daughter's performance during the Olympic games.

Practice 2

Read the following extracts and do as instructed.

1- Underline all the prepositions in the following extract.

“Happiness is a state of being that can manifest in various ways, both within and outside of ourselves. It dwells within us, exudes from us, and radiates around us. It can be found in the simplest of moments, amidst the chaos of life or in the serenity of nature.

Happiness is like a beacon, leading us through the ups and downs of life. It can be discovered in the laughter of loved ones, the embrace of a warm hug, or the taste of a delicious meal. Happiness resides within us when we follow our passions, pursue our dreams, and strive for personal growth.

Happiness thrives in the presence of gratitude. It can be found in the appreciation of the little things: a sunrise that paints the sky with vibrant hues, a gentle breeze that caresses our face, or the smell of freshly bloomed flowers in a garden. Happiness is nurtured through acts of kindness, both given and received, as we connect with others and build meaningful relationships.”

2- Now, fill in the gaps using the suitable preposition to complete the extract.

Happiness goes beyond physical boundaries, as it can be experienced ……(1)……. (in-on-with) different places ……(2)……. (between-during- around) the world. It can be felt while exploring the bustling streets ……(3)……. (on- from-of) a vibrant city, immersing ourselves in the rich culture and diversity that it offers. Equally, it can be discovered in the solitude of a peaceful mountain retreat, surrounded……(4)……. (by- through- across) breathtaking landscapes and the tranquility ……(5)……. (off- of- about) nature.

Happiness is not confined to a particular time, for it can be found in the memories we cherish ……(6)……. (in- at- from) the past, the joy we experience ……(7)……. (at-in-on) the present, and the hope we hold ……(8)……. (for- to- from) the future. It can be seen in the twinkle of a child's eye, the melodies of a beautiful song, or the exhilaration of a new adventure. Happiness is an ever-changing tapestry woven ………… (from- with- on) the threads of joy, contentment, and gratitude, and guided by the compass of our hearts.

LESSON 1 | PARTS OF SPEECH (WORD CLASSES)

TOPIC 8 | INTERJECTIONS

interjections are a part of speech in grammar. They are classified as one of the eight parts of speech, along with nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions. However, interjections differ from other parts of speech in that they do not serve a grammatical function within a sentence.

Interjections are words or phrases used to express strong emotions or sudden reactions in speech or writing. They are typically brief and are often used independently, outside the context of a complete sentence. Interjections can convey various emotions such as surprise, joy, pain, frustration, approval, or disapproval. They add emphasis or provide an immediate and spontaneous response to a situation.

Interjections Examples

Most interjections are just sounds, rather than actual words, and come at the beginning or at the end of what we say. Interjections are more common in speaking than in writing. The following bold words are some common interjections:

- *Ouch*, it stings. (expresses pain)
- *Yikes!* There's mud in my shoe! (expresses disgust)
- *Hooray*! I got an A+! (expresses delight)
- *Oops!* I broke mum's favourite vase. (expresses a sense of distress / shows the incident is unfortunate)
- *Terrific*! Our reservation has been confirmed. (expresses delight)
- *Well, um*... I'm not quite sure how to answer that question. (expresses hesitation)
- *Alas!* We missed the last train home. (expresses a feeling of sadness or disappointment)
- *Oh no!* I forgot to bring my wallet. (expresses a feeling of realization or regret)
- *Whoa!* That roller coaster ride was so thrilling! (express surprise, excitement)

Practice

In each of the following sentences, find the interjection and identify its purpose according to the context.

1- We're going on a field trip tomorrow. Hooray!

Interjection: ……………………………………………………………………………………

Purpose: ……………………………………………………………………………………

2- Oops! I dropped my pencil on the floor.

Interjection: ……………………………………………………………………………………

Purpose: ……………………………………………………………………………………

3- Where is my homework? Oh dear! I forgot it at home.

Interjection: ……………………………………………………………………………………

Purpose: ……………………………………………………………………………………

4- Yippee! It's the last day of school before summer vacation.

Interjection: ……………………………………………………………………………………

Purpose: ……………………………………………………………………………………

5- I finally understood the math problem. Ah!

Interjection: ……………………………………………………………………………………

Purpose: ……………………………………………………………………………………

6- I'm not sure, well, um…, if I can come to the party.

Interjection: ……………………………………………………………………………………

Purpose: ……………………………………………………………………………………

7- I made it to the bus just in time. Phew!

Interjection: ……………………………………………………………………………………

Purpose: ……………………………………………………………………………………

8- Well, well, well, look who finally showed up.

Interjection: ……………………………………………………………………………………

Purpose: ……………………………………………………………………………………

9- I can't believe I made such a silly mistake. Ugh!

Interjection: ……

Purpose: ……

10- Hush! The baby is sleeping.

Interjection: ……

Purpose: ……

11- Eek! There's a spider crawling on the wall.

Interjection: ……

Purpose: ……

12- Hallelujah! I finally finished writing my research paper.

Interjection: ……

Purpose: ……

13- Bravo! You did an excellent job on your presentation.

Interjection: ……

Purpose: ……

14- The project was delayed because the logistics team made a few, ahem, miscalculations.

Interjection: ……

Purpose: ……

15- Gee, I hadn't thought of that.

Interjection: ……

Purpose: ……

16- Oh boy, I can't wait to open my birthday presents!

Interjection: ……

Purpose: ……

17- Well done, everyone! You all did an amazing job on the project.

Interjection: ……

Purpose: ……

LESSON 2

GRAMMAR | BUILDING UP A SENTENCE

LESSON 2 | BUILDING UP A SENTENCE

TOPIC 1 | SENTENCE STRUCTURE

Unlock the potency of sentence structure! Scan the QR code, explore, and achieve excellence!

Lesson PPT

Sentence structure refers to the arrangement of words and phrases within a sentence, determining the organization and relationship of its various elements. By analysing sentence structure, we can identify different types of sentence structure, such as simple, compound, complex, and compound-complex sentences, each with its own distinctive characteristics.

Different Types of Sentence Structure

1- Simple Sentences

A simple sentence, (also called an independent clause), contains a subject and a verb, and it expresses a complete thought.

Example:

- My sister plays basketball.
- It is cloudy today.
- We need some rest.

Practice 1

For each of the following simple sentences, underline the subject and circle the main verb (or verb combination).

1- My siblings study hard for their exams.

2- She is in a meeting now.

3- The school management committee decided to sponsor a charity event.

4- The teacher will divide the class into three groups.

5- Suzan, Alex and Charlie will be organising the graduation party this year.

6- The girl in the corner has been painting the whole day.

7- Both Ahmed and Ali have the same car.

8- Neither Adam nor Alex has been to Paris.

9- The girl in black was in the crime scene.

10- My family members insisted on spending the summer vacation in Alexandria.

Practice 2

Identify whether the following are simple sentences or not by ticking the YES or NO box. If NO, then give a reason why not.

	Yes	No	Reason
1- Sara, the smartest girl in the class, and her sister.			
2- We discussed this matter more than once.			
3- Was difficult to understand.			
4- My classmate's book is missing.			
5- It was difficult to reach the airport.			
6- Managed to achieve the highest score.			
7- I have never such an amazing movie before.			
8- I can't think of a solution.			
9- The students aren't anymore.			
10- Let's go out tonight.			

2- Compound Sentences

A compound sentence is a sentence that contains two or more simple sentences (main clauses / independent clauses) linked together by a coordinating conjunction, a semi-colon, or a conjunctive adverb.

Tip: The most efficient way to identify a compound sentence is by identifying its two main clauses; the presence of a coordinating conjunction is not always a proof that the sentence is a compound sentence.

Compound Sentence Forms

There are three ways to link the main clauses in order to form a compound sentence:

1- By using a coordinating conjunction (FANBOYS)

Example:

- The boys wanted to go to the club, but the girls wanted to go shopping.
- Diana didn't submit her homework, nor did she complete her project.
- We were very late, so we had to order an Uber.
- Many scientists warned about the dangers of global warming, but no one listened.

Notice that all the examples contain Two main clauses and a coordinating conjunction.

Look at these sentences:

- I will buy chocolate and ice-cream.

- She sings and dances.

- It was sunny yet cold.

Though containing a coordinating conjunction, these sentences are simple ones, for they have only one main clause.

2- By using a semi-colon

In this case, the two clauses must be related.

Example:

- There are many birds in the sky; all of them are white.
- She loves playing soccer; he prefers basketball.
- I finished my homework; I can play video games now.

3- By using a conjunctive adverb

Example:

- They practiced their dance routine all week; therefore, their performance was flawless.
- She studied hard for the test; consequently, she earned an A.
- The team won the championship; hence, they celebrated with a victory party.

List of common conjunctive adverbs

thus	moreover	hence	as a result	besides
accordingly	consequently	also	again	In addition
besides	furthermore	however	indeed	anyway
instead	likewise	meanwhile	nevertheless	elsewhere
nonetheless	otherwise	similarly	still	anyhow
subsequently	then	therefore	equally	thereafter
comparatively	further	undoubtedly	indeed	In conclusion
all in all	additionally	finally	next	In contrast

Practice 1

Identify whether the following sentences are simple (S) or compound (C).

1-The government is trying to enhance the education quality, but the challenges are many. ....
2- Yesterday's conference witnessed the presence of many politicians. ....
3- You can take the risk; however, you must carefully assess the potential consequences. ....
4- Facing your points of weakness is an act of courage. ....
5- She wanted to go on an adventure, yet fear held her back and the negative experiences prevented her from taking the leap. ....
6- They were here few moments ago, but now they're gone. ....
7- She plans to travel to Germany; studying German is one of her priorities now. ....
8- We agree to disagree. ....
9- You can order pizza for dinner, or we can bake it at home. ....
10- John loves to swim; thus, he spends most of his summers at the beach. ....
11- The waves are rumbling fiercely. ....
12- She was beautiful yet dumb. ....
13- I do not eat meat, nor do I consume dairy products. ....
14- I don't believe in magic. ....
15- She insists on meeting you, and she claims to have important information; it is crucial to meet with her. ....
16- We must travel to Paris as soon as possible. ....
17- She tried her best; therefore, I will award her. ....
18- Actions speak louder than words; however, words can soothe in times of despair. ....
19- She has skeletons in her closet. ....
20- It is easy to deceive others, but deceiving yourself is the worst sin. ....

3- Complex Sentences

Complex sentences are sentences that consist of an independent clause and one or more dependent clauses. These sentences are characterized by using subordinating conjunctions, which introduce the dependent clauses and establish a relationship between them and the independent clause.

The independent clause in a complex sentence can function as a standalone sentence, conveying a complete thought. The dependent clauses, on the other hand, rely on the independent clause to form a complete idea.

Complex Sentence Forms

The most common ways to form a complex sentence are as follows:

1- By using a subordinate conjunction

Example:

- Although there was heavy traffic, we managed to arrive early.
- We would have explained the whole situation if we had been given a chance.
- I will call you when I am done with the presentation.
- Whatever decision you take, I will be supporting you.

2- By using a relative pronoun

Example:

- Marie Curie is the woman who discovered radium.
- I can't remember the name of the restaurant where we first met.
- Dr. Richard, whose sister won a Noble prize, teaches us physics.

Practice 1

1- Find the subordinate clause in each of the following sentences.

1- She rushed out of the room once she had heard the news.

....

2- This is the hotel where we spent our summer vacation last year.

....

3- If you follow the instructions, you will carry out the task quite easily.

....

4- I will give you her number whenever we meet.

....

5- My sister was collecting the data for our project while I was designing the poster.

....

6- After we had registered to the course, we received an email of postponing it.

....

7- She never delays her tasks however tired she is.

....

8- They left her when her money ran out.

....

9- This is the T.V actor whom we saw yesterday in the party.

....

10- She never regrets her choices because she believes mistakes are the best life coaches.

....

11- The car that I told you about yesterday was sold today.

....

12- The negotiations ended up in failure as both parties refused to find a middle ground.

....

2- Find the main clause in each of the following sentences.

1- Call me when you reach a decision.

....

2- You can leave if you want.

....

3- Since you're a special client, we'll extend the offer.

....

4- Friendships often break apart when both individuals are no longer willing to genuinely listen and understand each other.

....

5- Being able to understand the others' fears is an act of kindness that is worth appreciation.

....

6- As long as you respect my privacy, we will remain friends.

....

7- As soon as I had received my driving license, I went on a ride with my friends.

....

8- We were unsure if the girl, whose mom passed away in the accident, was still alive.

....

9- I was surprised when he called me a liar.

....

10- I was standing in the queue when I found out my wallet was stolen.

....

11- Tidy your bed before you leave.

....

12- Grip the chance whenever it comes to you.

....

Practice 2

Identify whether the following sentences are simple, compound, or complex ones.

1-If it rains tomorrow, we'll have a picnic indoors. …………

2- The majestic eagle soared gracefully across the expansive blue sky. …………

3- The thunderous applause echoed through the theatre as the curtain fell. …………

4- The artist painted with bold, vibrant colours, and the masterpiece came to life. …………

5- Since he had never been to Europe before, he eagerly planned an extensive itinerary. …………

6- She studied for hours, yet she still felt unprepared for the difficult exam. …………

7- The vibrant graffiti on the walls breathed life into the abandoned alley. …………

8- As the protagonist faced her greatest fear, a wave of courage washed over her. …………

9- As the sun dipped below the horizon, a sense of tranquility settled over the landscape. …………

10- The starry night sky twinkled with a million secrets waiting to be discovered. …………

11- The pulsating bass shook the floor once the DJ had dropped the beat. …………

12- The campfire crackled softly, and the marshmallows melted to gooey perfection. …………

13- After the picnic, we returned home. …………

14- He kept on studying despite the loud music. …………

15- The challenges were many; however, she was able to overcome them all. …………

4- Compound - Complex Sentences

Compound - Complex sentences are sentences that consist of at least two independent clauses and one or more dependent clauses.

Example:

- "She studied hard for the exam (independent clause), but she still didn't get a good grade (independent clause) because she didn't understand the material (dependent clause)."
- "He finished his work (independent clause) and he submitted it on time (independent clause) even though he had a busy schedule (dependent clause) and had to attend a meeting (dependent clause)."
- If we had a chance (dependent clause), we would travel to Italy (independent clause) for it is one of the most amazing countries (independent clause) where you can spend unforgettable time (dependent clause), but travelling there is too costly for us (independent clause).

Let's Mix Them UP (Practice 1)

1- In each of the following sentences, underline the main clause(s) and draw brackets around the dependent clause(s), then identify the sentence type.

The first one has been done for you.

1- My friends were about to leave (when I received a strange phone call) (that caused me horror) for the speaker told me I was a suspect in a murder.

Sentence type: Compound - complex

2- After the rain stopped, they went outside to play, but they had to come back in when it started again.

Sentence type: ....

3- He missed the train because he woke up late, so he had to take a taxi, but he still reached his destination on time.

Sentence type: ....

4- I'll go if I can.

Sentence type: ....

5- A tourist attraction that also has practical importance is the Panama Canal; both cruise ships and freighters pass through it daily.

Sentence type: ....

6- Dad promised to buy me a new phone in case I got an A+.

Sentence type: ....

7- The students who were caught cheating got a suspension.

Sentence type: ....

8- Although they were exhausted after their long flight, they insisted on finishing the report and they sent it to the manager.

Sentence type: ....

9- In a world where technology controls almost every part of our life, humans have to exert extra efforts to prove excellency over machines.

Sentence type: ………

10- We need to hurry because we are running out of time.

Sentence type: ………

11- I showed my friend the skirt that I bought yesterday, and she was really amazed with its colour.

Sentence type: ………

12- You will not get any candies unless you apologise to your brother.

Sentence type: ………

13- I won't give her a permission to leave early until she provides a valid reason.

Sentence type: ………

14- They wanted to leave as it was getting late, but we insisted they dine with us first.

Sentence type: ………

15- They won't be able to go with you to the club as they haven't finished their homework yet.

Sentence type: ………

2- Identify whether the following sentences are Simple (S), compound (C), complex (CX), or compound complex (CD - CX).

1- They were trying to convince me to enroll in the faculty of medicine, but my passion towards literature was bigger than any seductions, so I made up my mind and chose the thing I love.

……

2- We are in a situation that requires our co-operation as our company is on the verge of collapsing.

……

3- I am running out of money; consequently, I must buy only the necessities.

……

4- You can leave if you want, but this is going to be a one-way decision.

……

5- Just thinking is not enough; you must think of something.

……

6- Social media is considered to be the new era's wizard.

……

7- In pursuit of physical fitness and mental clarity, he embarked on a daily ritual of brisk morning runs.

……

8- Life is short; make use of every minute.

……

9- As soon as we had reached home, we turned on the T.V as one of our friends was a guest on a talk show, and he wanted us to record the episode.

……

10- Stay a little longer if you like.

……

Let's Mix Them UP (Practice 2)

Read the following extracts and answer the questions.

Extract 1

"Social media has revolutionized communication in the modern age, serving as a powerful platform for connecting and sharing information. Individuals from all walks of life use social media to stay connected, express opinions, and engage with a global audience.

While social media offers numerous benefits, including instant connectivity and the ability to connect with like-minded individuals, it also presents challenges. Privacy concerns, which users must navigate, are one of these challenges. Additionally, the constant connectivity facilitated by social media can contribute to feelings of loneliness and isolation. Nonetheless, social media undeniably reshapes our interactions, making the world more connected and accessible.

In today's digital landscape, social media platforms have become virtual communities where individuals can find like-minded people and form online communities. Users have the option to join groups or follow specific hashtags, enabling them to connect with others who share similar interests. When individuals actively participate in discussions and share content within these virtual communities, they cultivate a sense of belonging, and they find support. As a result, they build relationships, gain knowledge, and expand their horizons.

However, it is crucial to recognize the potential downsides of social media in the modern age. While it facilitates communication, social media can also lead to addiction and online harassment. Excessive use of social media has been linked to mental health issues, including anxiety and depression; consequently, users must exercise caution and prioritize their well-being to mitigate potential negative consequences associated with social media usage.

Answer the following questions.

1- Look at the second paragraph.

a- Give the main clause of the first sentence in the paragraph.

……

b- What type of sentences is the second sentence in the paragraph?

……

2- Look at the third paragraph.

a- Give the subordinate clause of the first sentence in the paragraph.

……

b- Find the relative clause in the second sentence in the paragraph.

……

c- Identify the type of the third sentence in the paragraph.

……

3- Look at the fourth paragraph.

a- Identify the main clause and the dependent clause that form the second sentence.

The main clause is ………

The dependent clause is ………………………………………………………………………………………………………

b- Explain how the writer uses different sentence structures in this paragraph and support your explanation with evidence.

……

……

……

……

Extract 2

"In a remote wilderness, a group of brave explorers entered a mysterious cave. Their excitement mixed with fear as they cautiously advanced. The ancient walls, which were illuminated only by the explorers' flickering torchlight, whispered forgotten stories of civilizations. In the cold, damp air, they persisted, eager to uncover the hidden secrets.

Narrow passageways and rugged terrain challenged them, while strange echoes and unseen creatures added to their unease. Yet, they remained determined, their eyes fixed on an unseen horizon. Fatigue and uncertainty were brushed aside as their collective will drove them deeper into the unknown.

Then, a radiant light shimmered ahead. They discovered a breathtaking cavern adorned with sparkling formations, casting enchanting shadows. In that moment, awe replaced fear. They stood in triumph, amazed by the unearthly beauty. The journey had been perilous, but the rewards were priceless. Their names would forever be honoured among intrepid explorers who dared to unveil the Earth's mysteries.

1- Look at the first paragraph.

a- Give the subordinate clause of the second sentence.

………

b- What type of sentences is the third one in the paragraph?

………

2- Look at the second paragraph.

a- Find the main clause of the last sentence in the paragraph.

………

b- What type of clauses is 'while strange echoes and unseen creatures added to their unease' as used in the first sentence of the paragraph.

………

3- Look at the third paragraph.

a- What type of sentences is the third sentence in the paragraph?

………

b- Find a compound sentence.

………

c- What type of sentences is the last sentence in the paragraph?

………

Let’s Build Them UP

Vary Your Sentence Structure (Practice 1)

How can you combine the following sentences to form a compound one? (You can change the order of the sentences).

1- The concert started late. The crowd grew impatient.

....

....

2- James had a very busy schedule. He managed to finish the project.

....

....

3- Some people prefer winter. Others enjoy the warmth of summer. The choice ultimately depends on personal preference.

....

....

4- Our team faced challenging circumstances. They remained resilient. They achieved their goal at the end.

....

....

5- The concert tickets sold out quickly. Many fans were left disappointed.

....

....

6- We went to the mall yesterday. We didn’t enjoy our time. It was very crowded.

....

....

7- My cousins don’t like video games. My siblings don’t like video games.

....

....

8- She didn't study well. She didn't listen to her parents' advice. She failed.

……

……

9- Our products are not selling well in the market. We need a strong marketing campaign. We will lose lots of money.

……

……

10- She was very smart. She wasn't popular at school. She was very arrogant.

……

……

11- He was trying to save a child from a burning building. He jumped from the balcony of the opposite building. He managed to reach the child just in time.

……

……

12- It is raining outside. There is an accident on the way to the restaurant. We have no choice but to cancel our reservation.

……

……

13- James didn't want to go to the cinema. Sara kept on persuading him. He accepted at the end.

……

……

14- My granny is 80 years old. She still goes to the gym. She is an excellent swimmer.

……

……

15- He got very bad marks. His parents decided to punish him.

……

……

Vary Your Sentence Structure (Practice 2)

1- How can you combine the following sentences to form a complex one? (You can change the order of the sentences as well as the tenses if needed)

1- He saved money. He wanted to buy a new bicycle.

……

2- The students listened attentively. The teacher explained the lesson.

……

3- The students finished their exams. Summer break started.

……

4- They brainstormed ideas. They were assigned a group project.

……

5- The party decorations were set up. The guests started arriving.

……

6- The friends met at the coffee shop. They discussed their future plans.

……

7- You should study hard. You will get high marks.

……

8- He was very nervous. Nobody noticed this.

……

9- I was in the middle of my studying. The electricity cut off.

……

10- She has become remarkably slim. She followed a strict diet.

……

2- Change the following simple and compound sentences into complex ones without altering their meaning, and make any necessary modifications.

1- The dancer twirled gracefully on stage, so the audience erupted in applause.

………

2- She opened the book, and a whole new world unfolded before her eyes.

………

3- The rain poured outside, but inside, they built a fort and laughed together.

………

4- She was granted her parents' absolute trust; however, she disappointed them.

………

5- Before going to the park, we prepared many sandwiches.

………

6- I dreamed of her; therefore, I called her.

………

7- She met her friend on the way to school.

………

8- She warned him, but he didn't listen to her.

………

9- The storm blew, and the volcano eruption followed it immediately.

………

10- I will talk to him regardless for the consequences.

………

11-In spite of his nervous nature, he was very kind.

………

LESSON 2 | BUILDING UP A SENTENCE

TOPIC 2 | TENSES REVIEW

Let's dive in and refresh our knowledge of verb tenses!

1- Present Simple Tense:

Definition: The present simple tense is used to describe actions that are habitual, generally true, and scheduled future events.

Form: Base form of the verb (e.g., play, eat, go) with ‘I, we, they, you’

Or Verb+ s, es, ies with ‘he, she, it’.

Example:

- I play soccer every Sunday.
- Water boils at 100 degrees Celsius.
- The train leaves at 7:00 PM.

2- Present Continuous Tense:

Definition: The present continuous tense is used to describe actions that are happening right now or are in progress.

Form: Subject + "am/is/are" + verb + "-ing"

Example:

- I am playing tennis now.
- He is eating his sandwich.
- They are shouting loudly.

3- Present Perfect Tense:

Definition: The present perfect tense is used to talk about actions that started in the past and have a connection to the present.

Form: Subject + "have/has" + past participle of the verb

Example:

- I have finished my homework.
- She has lived here for 10 years.

4- Present Perfect Continuous Tense:

Definition: The present perfect continuous tense is used to describe ongoing or continuous actions that started in the past and continue into the present.

Form: "Have/has been" + verb + "-ing".

Example:

- They have been studying for the test all day.
- She has been decorating the room all night.

5- Past Simple Tense:

Definition: The past simple tense is used to talk about actions that happened and were completed in the past.

Form: Regular verbs add "-ed" to the base form, while irregular verbs have specific past tense forms.

Example:

- I played soccer with my friends yesterday.
- We ate pizza last night.

5- Past Continuous Tense:

Definition: The past continuous tense is used to describe actions that were in progress at a specific time or over a period in the past.

Form: "Was/were" + verb + "-ing".

Example:

- He was playing the piano when I entered the room.
- I was doing my homework yesterday at 7.

6- Past Perfect Tense:

Definition: The past perfect tense is used to describe an action that happened before another action in the past. It is used to show the order of the past actions.

Form: "Had" + past participle of the verb.

Example:

- She had already left when I arrived at the party.
- We had watched the movie before we did our homework.

7- Future Simple Tense:

Definition: The future simple tense is used to describe actions that will happen in the future.

Form: "Will" + base form of the verb.

Example:

- I will finish my work tomorrow.
- The students will finish their exams next week.

8- Future Continuous Tense:

Definition: The future continuous tense is used to describe actions that will be in progress at a specific time or over a period in the future.

Form: "Will be" + verb + "-ing".

Example:

- They will be waiting for you at the airport.
- At this time tomorrow, we will be flying to our vacation destination.

TOPIC 3 | ACTIVE AND PASSIVE VOICE

Welcome to the world of active and passive voice! In English grammar, active voice is when the subject performs the action, while passive voice is when the subject receives / undergoes the action of the verb. Active voice is direct and engaging, while passive voice adds intrigue.

In English grammar, sentences typically follow a specific pattern where they begin with a subject. This pattern is considered the norm in English sentence construction, and it is called the active voice.

To describe a sentence that it is a 'sentence written in the active voice', the subject (doer of the action) should open / be positioned at the beginning of the sentence.

The structure of an active voice sentence is generally "Subject-Verb-Object".

Example:

- The dog chased the cat.

Subject: The dog

Verb: chased

Object: the cat

In this example, the subject (the dog) is performing the action (chased)on the object (the cat).

In contrast, the passive voice is used to describe the sentences where the object opens them. The passive voice sentences follow a specific pattern where they begin with the object.

The structure of a passive voice sentence is generally "Object-Verb-Subject" or "Object-Verb."

Example:

- The cat was chased by the dog.

Object: The cat

Verb: was chased

Subject: by the dog

In this example, the sentence begins with the object (The cat) rather than the doer, and the doer of the action (the dog) appears at the end of the sentence introduced with the preposition 'by'.

The Use of Active and Passive Voice

The choice between active and passive voice depends on the emphasis you want to give in a sentence, the type of your piece of writing and the tone you are using depending on your audience, and the effect you want to create. Here are a few general guidelines:

1- **Active voice** is generally preferred when you want your sentences to be more direct and concise. It is commonly used in academic, scientific, and technical writing.

Example: Scientists conducted experiments to test the hypothesis.

2- **Passive voice** is used when the focus is on the **object (because it is more important)** or when the doer of the action is unknown or unimportant, or so well-known that there is no need to mention them.

It is commonly used in **formal** writing, to be more objective, or when the doer of the action is obvious.

Example: The hypothesis was tested through experiments.

3- **Passive voice** is also used when it is not known or not necessary to mention who performed the action (the focus is on the action itself).

Example: The soldiers were killed in a bomb attack.

Generally, using various sentence structures, such as active and passive voice, not only enhances the quality of the writing but also allows for focused emphasis on specific parts of a sentence. Additionally, it imparts a distinctive tone that is tailored to the intended audience.

In fiction, employing the passive voice can effectively pique the reader's curiosity by delaying or even withholding the reveal of the doer. This technique adds an intriguing element to the narrative, leaving readers eager to uncover the mystery behind the actions described.

How to Form the Passive Voice

Understanding how to form the passive voice requires ultimate awareness of the verb tense, for the changes applied depend on the specific tense used. The passive voice forms are as follows:

1- Present simple tense passive

Form: object+ v.to be in the present simple tense (am, is, are) + the past participle form of the main verb.

Example:

Active Voice	Passive Voice
Sara writes short stories.	Short stories are written by Sara.

2- Present continuous tense passive

Form: object+ v.to be in the present simple tense (am, is, are) + being + the past participle form of the main verb.

Example:

Active Voice	Passive Voice
My sisters are setting the table.	The table is being set by my sisters.

3- Present perfect tense passive

Form: object+ has / have + been + the past participle form of the main verb.

Example:

Active Voice	Passive Voice
He has written a book.	A book has been written.

4- Past simple tense passive

Form: object+ v.to be in the past simple tense (was, were) + the past participle form of the main verb.

Example:

Active Voice	Passive Voice
They repaired the car.	The car was repaired.

5- Past continuous tense passive

Form: object+ v.to be in the past simple tense (was, were) + being + the past participle form of the main verb.

Example:

Active Voice	Passive Voice
I was classifying the novels.	The novels were being classified.

6- Past perfect tense passive

Form: object+ had + been + the past participle form of the main verb.

Example:

Active Voice	Passive Voice
They had postponed the meeting.	The meeting had been postponed.

7- Simple future passive

Form: object+ will + be + the past participle form of the main verb.

Example:

Active Voice	Passive Voice
Adam will clean the rooms.	The rooms will be cleaned by Adam.

8- Future with 'going to' passive

Form: object+ am / is / are + going to be + the past participle form of the main verb.

Example:

Active Voice	Passive Voice
We are going to punish them.	They are going to be punished.

9- Passive with model verbs

Form: object+ model verb + be + the past participle form of the main verb.

Example:

Active Voice	Passive Voice
They might sell the new car.	The new car might be sold.

Practice 1

1- Determine whether the following sentences are active (A) or passive (P) ones.

1. The treasure map is being searched for by a group of adventurers. ....
2. A delicious cake was baked by Grandma yesterday. ....
3. The magician performed a stunning trick on stage. ....
4. The song was being sung by a choir at the music concert. ....
5. The secret code has been deciphered by the detective. ....
6. We will organize a surprise party for our friend's birthday. ....
7. If it rains, we will stay indoors and play board games. ....
8. If the game is won, a trophy will be awarded to the team. ....
9. Open the treasure chest and discover its hidden wonders! ....
10. The movie will be watched by millions of people worldwide. ....
11. The kids are building a sandcastle at the beach. ....
12. A beautiful painting is being created by the talented artist. ....
13. The birds were chirping cheerfully in the trees. ....
14. He is said to be a promising football player. ....
15. People say that his invention will be of great importance. ....
16. His remarks must be taken into consideration. ....
17. Her comments are significantly important. ....
18. This diamond ring is considered to be a masterpiece. ....
19. They expect her to apologise. ....
20. Searching for clues was their only way out.

2- Find the passive verb form (s) in each of the following sentences. The first one has been done for you.

1. The haunted house is visited by curious explorers every Halloween.

Answer: is visited

2. A new invention is being developed by scientists to solve environmental challenges.

……

3. The ancient artifact was discovered by archaeologists during an expedition.

……

4. The championship trophy will be awarded to the winning team.

……

5. To be respected is the dream of many aspiring leaders.

……

6. The mysterious secret code can be decoded with the right combination

……

7. The thrilling race was being watched by millions of fans around the world.

……

8. By the time they arrived, all the tickets had been sold out.

……

9. Many famous books have been written by this talented author.

……

10. By the time you arrive, the preparations for the surprise party will have been completed.

……

11. The magical creatures are believed to exist in the enchanted forest.

……

12. His arrival wasn't expected.

……

13. Everything is settled.

……

14. The winners of the contest will be announced during the grand ceremony.

……

Practice 2

Read the following extract and answer the questions.

1- "The Titanic, a majestic ocean liner, was built in Belfast, Northern Ireland, and launched on May 31, 1911. It is known as one of the most famous ships in history. The ship was operated by the White Star Line and was designed to provide a luxurious experience for its passengers. On April 10, 1912, the Titanic departed from Southampton, England, on its maiden voyage to New York City. It was carrying over 2,200 people, including passengers and crew members. The Titanic was considered unsinkable, but tragedy struck when it hit an iceberg on April 14, 1912, resulting in its sinking and the loss of more than 1,500 lives.

Today, the story of the Titanic continues to captivate people around the world. Numerous books, documentaries, and films have been made to recount the events of that fateful night. The wreckage of the ship was discovered in 1985, lying deep on the ocean floor. Efforts have been made to preserve the remains of the Titanic and its artifacts, ensuring that its memory and the lessons learned from its tragic fate are not forgotten. The legacy of the Titanic serves as a reminder of the fragility of human endeavours and the power of nature.

Visitors can explore the Titanic Museum in Belfast, where they can learn about the ship's construction, its ill-fated voyage, and the lives of those on board. The museum provides an immersive experience, offering a glimpse into the opulent interiors and the stories of the passengers. Through interactive exhibits and displays, visitors can gain a deeper understanding of the historical significance of the Titanic. The museum serves as a memorial to those who lost their lives and a tribute to the human spirit, reminding us of the triumphs and tragedies that shape our history."

1. Look at lines 1-3.

Give two examples of passive verb forms in two different tenses.

....

2- "Titanic was considered unsinkable." (Line 6)

The writer uses the past simple tense. What verb form does the writer use to structure this sentence?

....

3- Look at lines 9-10.

The writer structures the sentences using the past simple and the present perfect tenses but in different verb forms. Explain with evidence from the mentioned lines.

....

....

4. Look at line 10.

Find a present passive verb form.

……

5. Look at lines 11-13.

Give one example of a negative passive verb form.

……

6. Look at the third paragraph.

Determine whether active or passive voice is used in the last sentence of the paragraph.

……

Read the following extract and answer the questions.

2- “As the silver moonlight spilled through the old, cracked windows, a chilling breeze whispered gently through the dark hallways of the abandoned mansion. Strange shadows danced mysteriously on the walls, twisting and turning in curious patterns. It was a house long forgotten, where secrets of the past lingered, waiting to be discovered. Mysterious things happened inside - objects seemed to move on their own, as if by magic. A crookedly hung portrait stared silently, its eyes filled with an eerie, unexplainable malice. Doors creaked and scratched, as if pleading for release from an unseen force.

Whispers and legends spoke of the terrifying events that had taken place within those very walls. The stories told of a cursed family, trapped forever in the curse they had brought upon themselves. Faint echoes of footsteps could be heard along the corridors, but no living soul could be found. Strange, ghostly moans filled the air, sending shivers down the spines of anyone brave enough to venture inside. The mansion had become a haven for the tormented spirits, a place where their pain thrived and their cries echoed in despair.

As the night deepened, the supernatural happenings grew more intense. Whispers turned into haunting cries, carrying ancient grievances and unspeakable terrors. Ghostly figures materialized, their forms shimmering with sadness and anguish. Time seemed to stand still within those walls, frozen in a perpetual state of torment. The mansion had become a vessel, a haunting reminder of the terrible things that had occurred there. No one dared to enter, for the house possessed the power to trap unsuspecting visitors in its eerie grip for eternity.”

1. Look at lines 1-5.

Give one example of passive verb form.

………

2- Look at the second paragraph.

Does the writer use active or passive voice in the first sentence?

………

3- Look at lines 10-13.

Give one example of a passive verb form.

………

Practice 3

Let's Convert!

Change the following sentences from active into passive voice.

1. The manager applied many changes to the already-made plan.

……………………………………………………………………………………………………

2. We agreed that we would keep the secret between us.

……………………………………………………………………………………………………

3. The workers are constructing new bridges across the city.

……………………………………………………………………………………………………

4. The administration has issued certificates of appreciation to the employees of the month.

……………………………………………………………………………………………………

5. The superhero saved the city from destruction.

……………………………………………………………………………………………………

6. The magician will amaze everyone with an unbelievable disappearing act.

……………………………………………………………………………………………………

7. The scientist is conducting groundbreaking experiments that could revolutionize the field.

……………………………………………………………………………………………………

8. The archaeologists have unearthed ancient artifacts from a lost civilization.

……………………………………………………………………………………………………

9. The gravity-defying stunts the acrobat performed left the crowd breathless.

……………………………………………………………………………………………………

10. The singer is electrifying the audience with an incredible performance.

……………………………………………………………………………………………………

11. The riders were sending screams of excitement while the roller coaster was hurtling down the track.

……………………………………………………………………………………………………

12. The students participate in a science fair to showcase their innovative projects

……

13. Scientists say that new viruses will appear soon.

……

14. Many people consider Mohammed Salah a football legend.

……

15. We bought our mum a nice dress for her birthday.

……

16. The girls were decorating the room when their father came.

……

17. The family is going to visit an amusement park during their vacation.

……

18. The students must complete their assignments before the deadline.

……

19. The students are going to organize a charity event to raise funds for a local shelter.

……

20. Some people have spread the news on the social media.

……

LESSON 2 | BUILDING UP A SENTENCE

TOPIC 4 | DIRECT AND INDIRECT (REPORTED SPEECH)

Direct speech refers to the exact words spoken by someone. It is presented within quotation marks.

Indirect speech (reported speech) refers to the transformation of someone's original words or thoughts into a different form of expression. It is the form we use to retell what someone has said without using quotation marks.

In the direct speech, we capture the original speaker's words, tense, and pronouns. Quotation marks must be used to include the speaker's exact words within them.

Example:

- She said, “We attended a party yesterday.”
- “I will leave my bags next to you. Keep an eye on them,” he said.

In the reported speech (also known as indirect speech), we report or relay someone else's words or thoughts. Instead of using quotation marks, reported speech typically employs reporting verbs, tense changes, and pronoun alterations to convey the original message indirectly.

Example:

- She said that they had attended a party the day before.
- He said that he would leave his bags next to me and asked me to keep an eye on them.

How to Change from Direct into Indirect Speech

Changing direct speech into indirect requires the application of some changes regarding the tenses, the pronouns, and adverbs of time and place. The changes are applied on both statements and questions.

General Changes:

- Tenses

When the direct quotations are introduced with a past tense verb like "said, exclaimed…", we have to apply a 'backshift' on the tense of the verb: a tense which is 'further back' in the past. The table below illustrates the tense changes:

Direct Speech	Indirect Speech
Present simple tense	Past simple tense
Present continuous tense	Past continuous tense
Present perfect tense	Past perfect tense
Present perfect continuous tense	Past perfect continuous tense
Past simple tense	Past perfect tense
Past continuous tense	Past perfect continuous tense
will	would
can	could
shall	should
May	might
must	Had to

Example:

Direct speech: He said, "The noise in the club is irritating."

Indirect (reported) speech: He said that the noise in the club *was* irritating.

Direct speech: "I am working on the project," Sara said to her mother.

Indirect (reported) speech: Sara *told* her mother that she *was working* on the project.

Notice that '*said to*' was changed into '*told.*'

Notice that if what the speaker has said is still true (a habit or a general truth), or the verb introducing the direct quotation is in the present simple form (say, says), we do not apply a 'backshift' on the tense of the verb.

Example:
Direct speech: She said, "I don't sleep early. Night is my relaxation time."

General Changes:

- pronouns

The pronouns should be modified to reflect the change in perspective.

Example:

Direct speech: My sister said, "I will give you my new phone."

Indirect (reported) speech: My sister said that ***she*** would give ***me her*** new phone.

Direct speech: "We cancelled our plans because of the bad weather," Lara said.

Indirect (reported) speech: Lara said that ***they*** had cancelled ***their*** plans because of the bad weather.

- Demonstratives and adverbs of time and place.

The table below illustrates some of the common changes.

Direct Speech	Indirect Speech
This	That
These	Those
Here	There
Now	Then
Yesterday	The day before
Last week / year…	The week / year before
Tomorrow	The next / following day
Tonight	That night
Ago	Before

Example:

Direct speech: "I ate at this restaurant yesterday," he said.

Indirect (reported) speech: He said that he had eaten at that restaurant the day before.

General Changes:

- Questions and orders (commands)

When changing a (WH) question from direct into indirect, we follow the following step:

- Use an appropriate reporting verb such as asked, inquired, wondered, etc.

- Invert the subject and the auxiliary verb (change the question into a statement).

- Replace question marks with a period.

- Remove the quotation marks.

- Apply the changes on verb tenses, pronouns, and time and place adverbs.

Example:

Direct speech: "Where are you going?" she asked.

Indirect speech: She asked where I was going.

The same steps go for yes / no questions, but we Introduce the reported speech with the reporting verb followed by if or whether.

Example:

Direct speech: "Are you coming to the party?" she asked.

Indirect speech: She asked if I was coming to the party.

As for Changing commands from direct to indirect speech:

- Use an appropriate reporting verb such as ordered, commanded, requested, etc.

- Change the verb form to an appropriate reporting verb (e.g., ask, tell) followed by an infinitive (to + base form of the verb).

- Remove the quotation marks.

Example:

Direct speech: "Clean your room," he said.

Indirect speech: He told me to clean my room.

Practice 1

1- Determine whether the following sentences are direct (D) or indirect (IND.)

1. "What did you have for breakfast?" mom asked. ……………

2. Sarah suggested, "Let's go for a bike ride." ……………

3. Alice apologized, saying she had forgotten to bring your book. ……………

4. Mark asked, "Have you seen my keys?" ……………

5. Jane requested if you could pass her the salt. ……………

6. Mom inquired how your day at school had been. ……………

7. The teacher asked, "Who can solve this math problem?" ……………

8. The teacher asked why you didn't finish your homework. ……………

9. The coach exclaimed with joy that they had won the championship. ……………

10. "Could you please clean your room?" requested Dad. ……………

11. Dad suggested, "Let's have pizza for dinner." ……………

12. Timmy said that he wanted to be an astronaut when he grew up. ……………

13. The principal asked why you had painted the wall without permission. ……………

Practice 2

Read the following extracts and answer the questions.

(Text 1)– "As Emily's eyelids fluttered open, she gasped, her heart pounding in her chest. Beads of sweat dripped down her forehead as she realized she had just woken up from a nightmare. She whispered to herself, wondering what the terrifying dream had been about.

As she sat up in bed, trying to shake off the lingering fear, she noticed something peculiar. She exclaimed in disbelief, "What's happened to my room? The walls are painted a vibrant shade of purple, and my bed has turned into a fluffy cloud!" she questioned aloud. She wondered if she was still trapped in a dream.

Just then, her favorite teddy bear, Mr. Cuddles, sprang to life and began to speak. He cheerfully greeted her, saying, "Good morning, Emily!" Her eyes widened in astonishment as she heard her stuffed animal addressing her. She stammered in confusion, "Am I going crazy? How can you talk?" Emily desperately pinched herself, hoping to wake up from this strange reality. The sharp pain confirmed that she was, indeed, wide awake in this bizarre, magical world."

1. Give one example of reported speech from the first paragraph.

……

2. Look at the second paragraph.

a. Give one example of direct speech.

……

b. Give one example of reported speech.

……

3. Look at the third paragraph.

What type of speech has the writer used in Emily's and Mr. Cuddles' sentences?

……

Text 2– "The enchanted forest! A magical realm filled with shimmering trees, talking animals, and sparkling waterfalls. Visitors can explore this mystical land at the newly opened Enchanted Forest Park in the heart of Everland City. The park, unveiled on a sunny morning in May, transports you to a world where fantasy becomes reality. As I ventured into the park, I encountered a wise old owl perched on a branch. It hooted and said, "Welcome, traveller. Prepare to be mesmerized by the wonders of this enchanted realm."

The park's curator, Ms. Willow, shared her thoughts on the magical creatures inhabiting the forest. "These mystical beings," she said, "are guardians of the forest, protecting its secrets and ensuring harmony." She emphasized that the forest's magical power lies in its ability to awaken our sense of wonder and ignite our imaginations. "The power of this realm," Ms. Willow added, "is not to be underestimated, for it can change your perspective towards life."

As I strolled deeper into the enchanted forest, I stumbled upon a group of mischievous fairies. They were giggling and whispering among themselves, casting spells and creating colourful trails of light. One of them, named Pixie, approached me and exclaimed, "Oh, human! Join us in our magical revelry! Let your heart dance with joy!" Curious about my presence in the forest, she asked why I was wandering alone and if I desired company. Expressing my gratitude, I thanked her but mentioned that there are moments when one appreciates being alone with their thoughts.

I continued my journey and reached a serene clearing, where a majestic unicorn grazed peacefully. Its horn glimmered in the sunlight as it spoke in a soft, gentle voice. "Greetings, mortal. Seek the wisdom hidden within nature's embrace, and you will find enlightenment."

Leaving the enchanted forest behind, I marveled at the experiences I had encountered. The park truly brought fairy tales to life. I couldn't wait to share my enchanting adventure with others and inspire them to believe in the magic that resides within their hearts."

1. Look at the first paragraph.

What type of speech has the old owl used.

………

2. Look at the second paragraph.

a. Give one example of direct speech.

………

b. Give one example of reported speech.

………

3. Look at the third paragraph.

One of the fairies had a conversation with the adventurer.

Identify the *two* types of speech used to convey this conversation supporting each with a quotation from the paragraph.

Speech type 1: ………

Quotation 1: ……

Speech type 2: ………

Quotation 2: ……

4. Look at the fourth paragraph.

"Greetings, mortal. Seek the wisdom hidden within nature's embrace, and you will find enlightenment."

The majestic unicorn addressed the adventurer directly. Fill in the gaps in the following sentence to convey the unicorn's speech in an indirect way.

The majestic unicorn greeted the adventurer and (1) ……………………………. (2) ……………………………. to seek the wisdom hidden within nature's embrace assuring that (3) ……………………………. (4) ……………………………. find enlightenment.

Practice 3

Let's Go Reporting!

1- Change the following direct sentences into indirect (reported) ones.

1. "I'm going to visit my grandparents next weekend," mentioned Sophie.

……………………………………………………………………………………………………

2. "The majestic waterfall is cascading down the rocks now, creating a mesmerizing spectacle," said Alex with voice filled with awe.

……………………………………………………………………………………………………

3. "Don't touch that mysterious box," warned the old man with a stern expression.

……………………………………………………………………………………………………

4. "Where did you find that treasure map?" asked Peter with curiosity.

……………………………………………………………………………………………………

5. "Why are you always late for class?" scolded Mrs. Johnson, her voice filled with exasperation.

……………………………………………………………………………………………………

6. "Let's solve this puzzle together," suggested Lily, excitement gleaming in her eyes.

……………………………………………………………………………………………………

7. "We were about to leave the house yesterday when we saw something strange in the backyard," Nancy recalled.

……………………………………………………………………………………………………

8. "I don't intend to apply for this job. I have already received a good offer," Alex said.

……………………………………………………………………………………………………

9. "Does she usually sleep that early?" inquired Meggie.

……………………………………………………………………………………………………

10. "Why don't we go to the beach and enjoy this blazing sun?" said Rayan.

……………………………………………………………………………………………………

11. "We were planning to finish the project before travelling, but things didn't go the way we want," Feby said.

………

12. "I will go to the mall tomorrow and buy mum the dress she saw yesterday," my sister said.

………

13. "I saw a shooting star last night!" exclaimed Tom.

………

14. "What time does the concert start?" inquired Mark

………

15. "Make sure to complete the assignment by tomorrow," reminded Mr. Thompson

………

2- The following is an extract from a news report about a football match. Fill in the gaps using the correct form of the verb in brackets to complete the report.

In a highly anticipated football match between The Machines and The Lions, a fierce battle unfolded on the pitch. The thrilling encounter ended with a 2-1 victory for The Lions.

According to sources, the team captain, Lisa, expressed her satisfaction with the hard-fought win. She mentioned that her team …………………… (motivated- was motivated- had been motivated) by the coach's inspiring words, encouraging them to give their best until the final whistle. Lisa added that all the members of the team …………………… (had done- are doing- did) their best in the preparation camp before the match and that they …………………… (are- were- had been) confident that the trophy …………………… (is going to- was going to- will) be theirs.

The opponents' coach acknowledged the tough competition, remarking on the impressive display of skill and determination shown by both teams. She commented that sports …………………… (was- are -had been) for fun and that their participation in such competition …………………… (were- was- are) the real trophy. She added that the match …………………… (left- is leaving- had left) spectators on the edge of their seats, captivated by the intensity of the game.

LESSON 2 | BUILDING UP A SENTENCE

TOPIC 5 | IF CONDITIONALS

Conditional statements express a relationship between two events or conditions. They describe what will happen or should happen if a specific condition is met.
Conditional statements are an example of complex sentences, as they consist of a dependent clause (the condition) and an independent clause (the result or consequence).

In English grammar, the conditionals (also called 'if clauses) describe the result of something that might happen (in the present or future) or might have happened but didn't (in the past); describe the result of a certain condition. We use them to communicate that something is true or happens only if something else is true or happens—that is, only under a certain condition. They are made using different English verb tenses.

Complete conditional sentences contain a **conditional clause (often referred to as the if-clause)** and the **main clause (often referred to as the result clause)**. The order of the clauses does not change the meaning.

Types of Conditionals

Conditional sentences are often divided into four different types. Each expresses a different degree of probability that a situation will occur or would have occurred under certain circumstances.

1- Zero conditional sentences

Usage: Used to express general truths or facts that are always true.

Form: If + present simple, present simple.

Example:

- If you heat ice, it melts.
- If you don't water flower, they die.
- You get green if you mix blue and yellow.

2- First Conditional (Present Real Conditional):

Usage: Used to talk about real and possible situations in the future in which the outcome is likely (but not guaranteed) to happen.

Form: If + present simple, will + base form of the verb.

Example

- If it rains tomorrow, we will stay at home.
- You will eventually achieve your goals if you are determined to pursue them.

3- Second Conditional (Present Unreal Conditional):

Usage: Used to talk about hypothetical or imaginary situations in the present or future that are impossible or unlikely to happen in reality.

Form: If + past simple, would + base form of the verb.

Example:

- If I won a million dollars, I would buy a house.
- I wouldn't worry if I were you.

4- Third Conditional:

Usage: Used to explain that present circumstances would have been different if something different had happened in the past. It is the conditional that is usually used to express regret.

Form: If + past perfect, would + have + past participle.

Example:

- I would have arrived on time for the meeting If I had caught the earlier train.
- If I had studied harder, I would have passed the exam.

Notice that the third type may appear in another form without having 'if'.

Example:

- Had I known she was sick, I would have called her.
- Had they saved money, they would have been able to buy a new car.

Notice that conditionals can be formed using another conjunction, namely 'unless.'

Similar to 'if,' 'unless' introduces a condition, but it expresses the idea of something **not** happening or being true if the condition is **not** met. It serves as the negative counterpart to 'if' and establishes a cause-and-effect relationship.

Example:

- If it rains, we will stay indoors." (Positive conditional)
- Unless it rains, we will go for a picnic. (Negative conditional)
- She would change her old car if she gained a lot of money.
- She wouldn't change her old car unless she gained a lot of money.

Practice 1

Read the following extract and answer the questions.

Technology has made tremendous advancements in recent years, and robots are rapidly evolving. In the near future, robots may have the potential to replace humans in various tasks unless certain conditions are met, the matter that may be considered a real threat for humans. For instance, if robots are programmed effectively and their artificial intelligence continues to improve, they can perform jobs that are dangerous or challenging for humans. However, unless humans continuously develop their skills and adapt to new technologies, they may struggle to keep up with the changing workforce.

If robots were to replace humans, there would be both benefits and challenges. On one hand, if robots took over hazardous jobs like mining or firefighting, they could ensure human safety. Moreover, if robots were utilized in factories, production speed and efficiency could be greatly increased. On the other hand, if robots dominated the workforce completely, many people might face unemployment unless they acquire new skills and knowledge that complement robot technology. Therefore, it is essential for humans to stay adaptable and keep learning to find new and meaningful employment opportunities alongside robots.

Robots also have the potential to provide assistance in our everyday lives. If robots were designed to aid the elderly or individuals with disabilities, they could significantly improve their quality of life. Tasks such as cleaning, cooking, and even offering companionship could be managed by robots, granting humans more leisure time and opportunities for social interactions. However, we risk losing the emotional connection and empathy that only humans can provide unless we find a balance between relying on robots for assistance and maintaining human connections. Therefore, it is crucial to strike a balance where robots enhance our lives while preserving our humanity.

In conclusion, the rise of technology and robots presents us with both exciting possibilities and challenges. Whether robots will replace humans depends on a variety of conditions. Unless robots continue to advance and humans adapt and acquire new skills, working together effectively may become more difficult. By embracing technology while nurturing human connections, we can create a future where robots assist us in our daily lives without compromising our essential human qualities.

1- Look at lines 1-3.

Give a conditional sentence.

………

2. Look at lines 10-12.

Find the main clause that is used as a 'result clause' for two different conditional clauses.

………

3. Look at the third paragraph.

"If robots were designed to aid the elderly or individuals with disabilities, they could significantly improve their quality of life." (Line 15).

a. Identify the result clause in the previous sentence.

………

b. Look at this sentence.

"We risk losing the emotional connection and empathy that only humans can provide unless we find a balance between relying on robots for assistance and maintaining human connections." (Lines 19-20.)

What is the sentence above an example of? Tick one box.

an imperative ☐

a past verb form ☐

a conditional ☐

a passive verb form ☐

Practice 2

The following conditionals contain grammar mistakes. Underline the mistake(s) and re-write the sentences in the correct form.

1. Unless you finished your homework, you won't be able to join the game at the park.

....

2. If I am a billionaire, I would buy an island.

....

3. I didn't know her phone number. If I had known it, I would call her.

....

4- She will never come back unless you apologised.

....

5. What will you do if you are Messi?

....

6. If I had enough time yesterday, I would have passed by you.

....

7. I am sure he wouldn't accept the offer unless the salary is satisfactory.

....

8. If I am in your shoes, I won't give him another chance.

....

9. Calling 911 was a wise decision. You would have been rescued unless you had called for help.

....

10. We won't go for a walk if it didn't stop raining.

....

Practice 3

Set your own conditionals?

Build up conditional sentences that can be used in to express the following ideas. The first one has been done for you.

1. I didn't see him coming, that's why I didn't wait for him.

Answer: *If I had seen him coming, I would have waited for him.*

2. She is busy with work, that's why she can't attend the meeting.

……

3. They couldn't travel because they forgot their passports.

……

4. The weather is terrible; we have no choice but to cancel the outing.

……

5. They missed the bus, that's why they arrived late.

……

6. The train is delayed, that's why we have to wait.

……

7. They didn't send the email, so the manager deducted from their salaries.

……

8. She stays up late and she wakes exhausted in the morning. Sleeping early is not impossible for her.

……

9. When I was in your age, I used to practise a lot to be fit. I believe you should do the same.

……

10. I felt terribly bad when I treated her that harsh.

……

LESSON 2 | BUILDING UP A SENTENCE

TOPIC 6 | A CLOSE LOOK AT SENTENCE LENGTH & STRUCTURE

Unlock the potency of sentence length and structure! Scan the QR code, explore, and achieve excellence!

Lesson PPT

Sentence length refers to the number of words or phrases contained within a sentence. It plays a crucial role in shaping the overall writing style and impact of a piece.

By skillfully manipulating **sentence length and structure**, writers can create a varied and dynamic reading experience, ultimately enhancing the overall effectiveness and impact of their writing.

How to Vary sentence Length and Structure for Effect

The choice of sentence length and structure can influence the rhythm, flow, and emphasis within a text, allowing writers to evoke specific emotions, highlight key ideas, or engage readers' attention. Identifying the effect sentence length creates depends mainly on the context the sentence is used in.

Varying sentence length and structure techniques:

1. Using short sentences: These are sentences with fewer words and convey information concisely.

Effect: create a sense of urgency, emphasize a point, or fasten the pace of the narrative.

Example:

- Time was running out. The clock ticked relentlessly. Each second was slipping away. Time was like sand draining from his fingers.

The use of short sentences here creates a sense of immediacy and urgency. The standalone statements mirror the rapid passage of time and intensify the feeling of urgency conveyed in the sentence. The brevity of the sentences also adds a sense of tension and suspense and grab the reader’s attention.

2- The use of One-word sentences: These are sentences that consist of a single word.

Effect: They create a dramatic effect, emphasize a point, or convey an idea in a concise and direct manner.

Example:

- “The streets were empty. Dead. No one around. She walked. Alone.”

Both "dead" and "alone" are one-word sentences that stand out and emphasize the character's isolation and the emptiness of the streets. They convey a sense of unease and discomfort.

3- The use of Repetition: This is the use of the same word or phrase multiple times in a sentence or paragraph.

Effect: It can be used to create emphasis, reinforce a point, link between the paragraphs, or create a rhythmic effect.

Example:

- The wind whispered through the trees, whispered secrets that only the leaves could hear.

By repeating the verb "whisper", the author creates a rhythmic pattern that draws attention to the mysterious and intimate nature of the wind's communication. The repetition in this sentence creates a feeling of secrecy and enchantment surrounding the interaction between the wind, trees, and leaves.

4- The use of Elision: This is the omission of a sound / word or syllable in a word.

Effect: It creates a sense of informality or emphasize a specific sound or word, engages the reader, makes the text chatty and closer to the writer.

Example:

- Going to the store. Coming?

Words and phrases elision in this question make the dialogue informal and chatty; thus, engage the reader more.

5- Delaying the information through using the pronouns: It involves intentionally **withholding** information from the reader or audience to create suspense and keep them engaged.

Effect: It is often used to build tension and anticipation, arouse the reader's curiosity and keep them engaged.

Example:

- “With shaking hands, she started to unlock the triple-locked box. She was about to see it, touch it, have it in her fist. With every tick, her heart beats were shaking all her body- a beat after another was causing her a terrible pain. At last she got it. The paper that proves her innocence.”

Delaying the reveal of the information by using the pronoun at the beginning creates a sense of intrigue, suspense, and emotional engagement in the reader, encouraging them to keep reading to find out what happens next.

Practice 1

Read the following extract and answer the questions.

(Text 1) Liam's old aunt lived far away in a small village, troubled by a serious problem. Liam and his dad set off on a journey to help her. Determined and focused, Liam looked around the cozy town, nodding as if greeting a tough opponent in a fight. Standing alone on the ship's deck, he faced the rough sea, with big waves crashing and salty water spraying up high. While the other people on the ship, including his dad, followed logic and went to their rooms for safety.

But it is not always logical to be logical.

Without anyone noticing, Liam quietly went to a calm spot on the ship. Alone. He held onto the railing tightly as the ship went over a huge wave, like the size of a theatre. At last, he saw it. The village.

"Look over there!" someone on the ship shouted.

The mist cleared, revealing the village's lovely beauty. With its old-fashioned charm and inviting appeal, it drew Liam closer to the front of the ship. He stood there. He was completely absorbed by its magical presence.

1. Look at line 6.

How does the structure of this sentence grab the reader's attention? Give two ways.

……

……

2. Look at line 7.

Identify the sentence structure technique the writer is using to emphasise Liam's state on the ship's dick. Support your answer with evidence from the mentioned line.

……

3. Look at line 8.

How does the structure of the last two sentences arouse the reader's curiosity? Give two ways.

……

……

4. What effect does the short sentence in line 12 create?

……

Read the following extract and answer the questions.

(Text 2) Introducing "Star Dash" - a groundbreaking game that will revolutionize the gaming world. Fast-paced. Thrilling. Unforgettable.

In "Star Dash," you embark on an intergalactic quest, navigate through a cosmos teeming with challenges and unknown dangers. Evade asteroids. Dodge laser beams. Speed is your ally. Reaction time, your savior.

Feel the adrenaline surge as you maneuver through celestial mazes. The clock ticks mercilessly. Every tick counts. Your reflexes tested to the limit. Rise to the challenge?
Unlock new levels, each one more treacherous than the last. Face cosmic creatures, fierce adversaries hungry for victory. Beware their cunning strategies. Adapt. Strategize. Survive.
"Star Dash" - where speed, skill, and sheer determination collide. Brace yourself for an epic gaming adventure like no other. Prepare to ignite your passion for the cosmos. The stars await your triumph.

1. Look at the first paragraph.
How does the writer use sentence structure to emphasise how exciting the game is?

……

……

2. Look at the second paragraph.
What effect does using the last four short sentences create?

……

3. *"The clock ticks mercilessly. Every tick counts."* (Line 6-7)
How does the structure of these sentences grab the reader's attention? Give two ways.

……

……

4. The writer ends line 7 using a rhetorical question. Explain another structure used to make it chattier?

……

5. Look at line 9.
What sentence structure techniques does the writer use to create a sense of urgency? Give two ways.

……

LESSON 3

PUNCTUATION | PUNCTUATION MARKS

LESSON 3 | PUNCTUATION MARKS

TOPIC 1 | COMMAS

Unlock the inherent strength of commas! Scan the QR code, embark on a voyage of discovery, and ascend to the realm of extraordinary achievement!

Lesson PPT

A comma is a punctuation mark that is used to indicate a short pause in a sentence. It is one of the most commonly used punctuation marks in English writing. Commas have several functions in sentence structure and help clarify the meaning and structure of a sentence.

Commas Usages

1- Listing / Separate simple items in a list: Commas are used to separate items in a list of three or more things.

Example:

- The museum houses a collection of artifacts from different civilizations like ancient Greek pottery, Egyptian sculptures, Roman coins, and medieval tapestries.

2- Before coordinating conjunctions: Commas are used to separate independent clauses (complete sentences) that are joined by coordinating conjunctions such as (for, and, nor, but, or, yet, so).

Example:

- I was so stressed after a whole year of continuous work, so I decided to take a leave.

3- To separate introductory elements: Commas are used to separate introductory phrases and clauses from the main part of a sentence.

Example:

- *With the radiant sun dipping below the horizon*, the tranquil meadow was embraced by a mesmerizing symphony of chirping crickets and rustling leaves.

4- To separate additional information: commas are used to separate additional information (parenthetical elements such as appositives, examples, comments and non-defining relative clauses)

Example:

- The third-class facilities, *at the bottom of the ship*, were much more basic.
- Tall buildings can also provide nesting sites for birds of prey*, kestrels for instance*, and seemingly empty corners of building sites can have all sorts of insects and wild flowers.”

5- To separate coordinate adjectives: Commas are used to separate two or more coordinate adjectives that describe the same noun.

Example:

- The *elegant, graceful* performer effortlessly glided across the stage. He captivated the audience with his *mesmerizing, enchanting* performance.

6- To introduce direct quotations and separate them from the rest of the sentence.

Example:

- She turned to her friend and asked, "Did you see what happened?"
- With a mischievous grin, he whispered, "I have a secret to tell you."

7- To separate a dependent clause from an independent one in a complex sentence.

Example:

- *As the singer was preparing himself to step on the stage*, a loud explosion was heard outside the theatre.

Notice that the dependent clause here can be considered as an introductory element too.

8- To separate the day from the month, and the date from the year

Example:

- The conference will be held on June 15, 2023.
- November 5, 1986 was a remarkable day in my life.

9- Before and after an appositive: An appositive is a noun or noun phrase that provides additional information or clarification about a preceding noun.

Example:

- Manuel Picon, *the former French President*, visited the UK yesterday.
- My dog, Max, loves to play in the park.

10- To set off a vocative: The comma here is used to separate the name or title of a person being directly addressed from the rest of a sentence. It is used to indicate a direct appeal, invocation, or emphasis on a particular individual.

Example:

- "*John*, could you please pass me the salt."
- "I am sorry, *Simon*, we won't be able to have you as part of our team."

What Effects Can Commas create?

There is a slight difference between the ‘usage’ and the ‘effect’. When commas are used, they may create the various effects depending on the context they are used in:

1- Emphasizing a word or phrase: Commas can be used to place emphasis on a particular word or phrase in a sentence.

Example:

- I tackled the challenge alone, *without any help or guidance*.

Here, the comma after "alone" emphasises the speaker's individual effort.

2- Creating a pause: Commas can be used to create a brief pause in a sentence, which can affect the pace and rhythm of the writing and create a dramatic effect.

Example:

- The curtains slowly rose, revealing the breathtaking stage set before them.

3- Showing contrast: Commas can be used to show contrast between two ideas.

Example:

- He’s smart, but very self-centered.

The comma after "smart" emphasises the contrast between his intelligence and his selfishness.

4- Building suspense: Commas can be used to create a sense of suspense or anticipation by interrupting a sentence and leaving the reader hanging.

Example:

- He took a deep breath, closed his eyes and waited, *listening intently for the sound that would determine his fate.*

Practice 1

Identify why commas are used in each of the following sentences.

1. Emily, an avid reader, spent hours lost in the world of books.

....

2. The soft, gentle breeze rustled through the leaves.

....

3. The teacher asked the students to open their textbooks, turn to page 50, and begin the exercise.

....

4. After the children had finished their homework, they played outside.

....

5. The principal mentioned various extracurricular activities, such as basketball and soccer.

....

6. He was out of breath, for he was trying to escape from a vicious dog.

....

7. Tall trees in the forest can offer shelter to various species, squirrels for example, and even the smallest patches of untouched land can provide a haven for diverse plant life and butterflies.

....

8. The car sped down the open highway, showcasing its power and speed.

....

9. With shaking hands, she opened the letter.

....

10. He whispered in a hushed tone, “We have to leave now. It isn’t safe here.”

....

11. The marathon, which had been postponed due to bad weather, finally took place on a sunny Sunday morning.

....

12. The conference is scheduled for May 15, 2023, and will continue until May 18, 2023.

………

13. The group embarked on a thrilling adventure through the dense forest with an experienced ranger, a young man who was well-versed in navigating such challenging terrains.

………

14. Although the players thrived to make an accomplishment in the contest, they couldn't break the previous achieved record.

………

Practice 2

Read the following extract and answer the questions.

A Glimpse into the Fascinating Life of the Ancient Egyptians

(Text 1) "The ancient Egyptians, a fascinating civilization that thrived along the Nile River thousands of years ago, had a rich and distinct way of life. Family held great importance in Egyptian society, with each member fulfilling specific roles. Husbands typically worked in various occupations such as farming, craftsmanship, or as scribes, while wives managed household affairs, including cooking and weaving.

Education in ancient Egypt was not mandatory, but it was highly valued. Boys and girls received education separately. Boys learned various skills such as reading, writing, mathematics, and hieroglyphics. They also received training in professions like architecture or medicine, depending on their social status. Girls, on the other hand, focused on learning household management, childcare, and textile production.

The Egyptians resided in diverse types of homes depending on their social standing. Wealthier individuals lived in spacious houses constructed from mud bricks, featuring multiple rooms and courtyards. Some affluent Egyptians even had separate areas for bathing. The walls of these houses were often decorated with colourful paintings depicting scenes from everyday life or religious beliefs. On the other hand, lower-class Egyptians lived in smaller, simpler houses with fewer rooms, typically made of sun-dried mud or reeds.

Clothing in ancient Egyptian society was not subject to strict rules. However, certain social conventions influenced what people wore. The wealthy adorned themselves in fine linen garments, often dyed in vibrant colours. Men wore kilts, while women wore draped dresses. Jewellery, such as necklaces, bracelets, and rings, was popular among both genders and symbolized social status."

1. Look at the first paragraph.

a. Why are commas (,) used in the first sentence?

……

b. “Husbands typically worked in various occupations such as farming, craftsmanship, or as scribes…” (Line 4)

Why are commas (,) used in the sentence above? Tick **one** box.

to emphasise ☐

to separate an introductory element ☐

to set off an appositive ☐

to list items ☐

2. Look at the second paragraph.

What is the grammatical use of the comma in the first sentence and what effect does it create?

……

3. Look at the third paragraph.

a. Give one example of a sentence with a comma used to separate an introductory element. Write the whole sentence.

……

b. Why is the comma used in line 16? Tick one box.

to list items ☐

to give an example ☐

to add information ☐

to separate a main clause ☐

4. Look at the fourth paragraph.

Give one example of parenthetic commas (, ,).

……

Read the following extract and answer the questions.

(Text 2)– 'As the clock struck two, the class gathered, with Miss Adams in attendance. She made a quick note of the textbooks neatly arranged on the desks. Taking her position at the front, the anticipation in the room grew. Suddenly, in marched the formidable figure of Mr. Thompson, the strict headmaster, in his tailored suit and glasses.

"Good afternoon, students," he stated firmly.

"Good afternoon, Mr. Thompson," they responded in unison, their voices filled with respect.

Mr. Thompson stood before the class, his arms crossed, casting a stern gaze upon the students seated before him.

"Not a particularly impressive sight," he remarked, a look of mild disapproval on his face. "What a mediocre bunch you are."

The room fell silent as each student chose to remain quiet.

He continued, "It disappoints me to think that I will have to endure your lackluster performance in my classroom for the rest of the academic year. I expect nothing less than excellence, and anything less is unacceptable. Stand up, everyone!"

With swift obedience, the entire class rose to their feet.

"Extend your arms in front of you. As I walk by, turn your hands over so I can see if they are clean," Mr. Thompson commanded.

Mr. Thompson began a deliberate walk along the rows of desks, meticulously inspecting the outstretched hands. Everything proceeded smoothly until he reached a timid girl in the third row.

"What is your name?" he inquired, his tone commanding attention.

"Samantha," the girl replied softly.

"Samantha what?" Mr. Thompson demanded.

"Samantha Johnson," she answered.

"Samantha Johnson what?" he pressed, his voice growing louder.

"Samantha Johnson, sir," Samantha responded, her voice quivering slightly.

"That's better," Mr. Thompson acknowledged. "Your hands are filthy, Samantha! When was the last time you washed them?"

"I... I'm not sure," Samantha stammered. "Perhaps this morning?"

Mr. Thompson's stern expression intensified, his brow furrowing in disapproval.

"I suspected as much!" he exclaimed.'

1. Look at the first paragraph.

'As the clock struck two, the class gathered.' (Line 1)

a. Why is a comma used in the above sentence?

……………………………………………………………………………………………………

b. 'Suddenly, in marched the formidable figure of Mr. Thompson, the strict headmaster, in his tailored suit and glasses.' (Lines 3-4).

Commas are used for two different purposes in the above sentence. Identify the two usages.

'Suddenly, …': The comma here is used to ……………………………………………………

……………………………………………………………………………………………………

'…marched the formidable figure of Mr. Thompson, the strict headmaster, in his tailored…'

The commas here are used to ……………………………………………………………

……………………………………………………………………………………………………

2. Look at lines 11-15.

Give one example of a comma used to introduce a quotation.

……………………………………………………………………………………………………

3. The writer uses commas (,) for two different reasons.

a. Why does the writer use a comma in line 15?

……………………………………………………………………………………………………

b. Why does the writer use a comma in line 17?

……………………………………………………………………………………………………

4. Look at line 25-30.

a. Why is the comma used in line 25?

……………………………………………………………………………………………………

b. From the same lines, find a comma used to set off a vocative.

……………………………………………………………………………………………………

Read the following extract and answer the questions.

(Text 3)- “Lewis Clarke, a 16-year-old boy from Bristol, has achieved a remarkable feat by becoming the youngest person to trek to the South Pole. Enduring nearly 50 days of extreme conditions, with temperatures plummeting to -40°C and winds raging up to 193 kilometers per hour, Lewis embarked on this incredible journey. His expedition commenced on December 2, 2013, just two weeks after his 16th birthday, and concluded on January 16, 2014.

Throughout his expedition, Lewis braved the icy terrain, skiing for an average of eight hours each day, covering approximately 29 kilometers while hauling his supplies on a sled. His only companion and guide on this arduous trek was Carl Alvey, an experienced polar guide.

Despite facing various challenges along the way, including blisters, coughing due to high altitudes, and a broken ski, Lewis remained undeterred by the bone-chilling cold. In fact, he confessed to being the kind of person who wears shorts in winter and finds solace in the snow rather than heat.

With 80 kilometers still separating him from the finish line, Lewis acknowledged the immense difficulty of the journey, stating, "I knew it would be hard, but it's harder than I ever thought it would be." Yet, the significance of his accomplishment was not lost on him. Reflecting on the rarity of such an endeavour, he remarked, "However, I think sometimes about how few people have done this. Only 300 in 100 years. And I'm doing it! That's pretty cool."

1. Look at the first paragraph.

a. Why are commas used in the first sentence?

……

b. ‘*His expedition commenced on December 2, 2013.’*

Why is a comma used in this above sentence?

……

2. Look at the second paragraph.

Find a comma used to set off an appositive.

……

3. Look at the third paragraph.

In the first sentence of the paragraph, extra information is given in commas.

Why is some extra information given in commas? Tick one box.

The information given in commas

repeats something previously mentioned. ☐

separates independent clauses. ☐

gives an example of something previously mentioned. ☐

sets off an appositive ☐

4. Look at the fourth paragraph.

"I knew it would be hard, but it's harder than I ever thought it would be."

Why is the comma used here?

………

Mastering Commas

Insert commas where necessary in the following sentences.

1. In English class we read Old Man and the Sea The Pearl and Romeo and Juliet.

....

2. Charles Dickens the famous writer wrote ‘A Tale of Two Cities.’

....

3. After the fire burned out I hurried inside the house.

....

4. Sara I would like you to meet my mother and father.

....

5. The big gray dog didn’t make us sleep all night.

....

6. Despite their strong relation she can’t pour out what she feels.

....

7. The three-pound bass which was the biggest fish I ever caught tasted delicious.

....

8. In fact man has gone far toward destroying all members of the animal kingdom including himself.

....

9. In India where 40000 tigers roamed in 1930 there are now only 2500 left and the lion population currently estimated at 175 has been depleted even more severely.

....

....

10. Consequently animals like the kangaroo for which Australia is famous are fast disappearing as are koala bears Tasmanian wolves and emus.

....

....

11. Miami University is a great school but I wish Oxford was a bigger town! On the weekends there is nothing to do.

………

12. My English teacher is so strict! At the beginning of the quarter she said "If you miss three classes you will get an F."

………

13. Jan my best friend cannot go to the movies with us. Her mother said "Young lady you aren't going anywhere until you clean up your room!

………

14. The show was so remarkable and we all enjoyed it.

………

15. A smile appeared on her face forgetting all the cruelty she encountered in her life.

………

LESSON 3 | PUNCTUATION MARKS

TOPIC 2 | SEMI-COLONS

Unlock the inherent strength of semi-colons! Scan the QR code, embark on a voyage of discovery, and ascend to the realm of extraordinary achievement!

Lesson PPT

A semicolon is a punctuation mark (;) used in writing to indicate a stronger separation between two closely related independent clauses than a comma would provide. It serves as a middle ground between a comma (which denotes a lighter pause) and a full stop (which indicates a complete separation between two sentences)

Semi-colons Usages

1- To connect closely related independent clauses: A semicolon can be used to connect two closely related independent clauses that are not joined by a conjunction forming a compound sentence.

Example:

- She studies late into the night; her determination never wavers.
- I managed to make friends at my new school; all of them are my nice to me.

2- To separate items in a list: When items in a list contain commas or they are 'complex' items, a semicolon can be used to separate these items, making the list clearer and easier to read.

Example:

- For our picnic, we brought a variety of delicious foods: sandwiches with ham, cheese, and pickles; a colourful fruit salad with apples, oranges, and grapes; and a selection of homemade desserts, such as chocolate chip cookies, lemon bars, and caramel brownies. (Items with internal commas)
- During our road trip, we visited several famous landmarks: the Statue of Liberty in New York City; the Golden Gate Bridge in San Francisco, California; and the awe-inspiring Grand Canyon in Arizona, a breathtaking natural wonder. (Complex items in a list)

3- Before conjunctive adverbs to join two closely related clauses: When two independent clauses are joined by a conjunctive adverb (however, therefore, moreover, etc.), a semicolon can be used before the conjunctive adverb.

Example:

- It was a tough task; however, he managed to finish it perfectly.
- John enjoys playing basketball; similarly, his brother has a passion for the sport.

What Effects Can Semi-Colons create?

1- Emphasise the relationship between two ideas: Semicolons are often used to connect two closely related independent clauses. By using a semicolon instead of a period, the writer emphasizes the relationship between the two ideas and shows that they are closely connected.

2- Clarifies complex lists: Semicolons can be used to separate items in a list, especially if the items themselves contain internal commas. This can help to clarify complex lists and make them easier to read.

3- Adds variety to sentence structure: By using semicolons instead of periods or conjunctions, writers can add variety to their sentence structure and create a more interesting and engaging piece of writing.

4- Enhances the flow of writing: When used correctly, semicolons can help to enhance the flow of writing by creating a smoother transition between ideas and avoiding disjointed sentences.

5- Creating a sense of suspense: Similar to commas, semicolons can also be used to create a sense of suspense or anticipation by breaking up a sentence and leaving the reader hanging.

Example:

She tiptoed through the dark hallway; what awaited her at the end, lurking in the shadows?

6- Conveying a sense of importance: Semicolons can be used to convey a sense of importance or significance to an idea or statement.

Example:

"We must never forget this crucial fact; our actions today will shape the future of generations to come.

Practice 1

Identify why the semi-colon is used in each of the following sentences.

1. She had travelled to many countries; France, Italy, Japan, and Brazil were among her favourites.

....

2. She had visited many capitals: Paris, France; Rome, Italy; Tokyo, Japan; and Brasilia, Brazil.

....

3. The sun was setting; a golden glow was casted over the tranquil lake.

....

4. The museum showcases an impressive collection of art work: Renaissance paintings depicting mythological scenes; intricate sculptures carved from marble; and abstract modern art installations.

....

5. The fashion boutique features stylish clothing options: tailored blazers in vibrant colours; flowy dresses with intricate embroidery; and designer jeans with distressed details.

....

6. The little boy filled the bucket with sand and dashed back to the villa with it; then, he ran down to the sea again.

....

7. Don't expect life would give you all what you want easily; life is not that kind.

....

8. The recipe called for a combination of ingredients, such as eggs, flour, and sugar; various spices, including cinnamon, nutmeg, and ginger; and a pinch of salt to enhance the flavours.

....

9. They decided to take a break; they needed to make a decision without feeling stressed.

....

10. John finished all his assignments on time; accordingly, he was rewarded with a well-deserved day off.

....

Practice 2

Read the following extract and answer the questions.

Gabriel Rivers, an esteemed biologist, possessed an unresistable curiosity during his youth; it led him to collect an impressive collection of diverse creatures. Myles, a local marine biologist, willingly lent his expertise to aid Gabriel; they formed a dynamic partnership in their shared love for marine life. Within this memoir, Gabriel recounts a particularly enthralling day that unfolded.

One fateful morning, while meticulously sifting through a mound of seaweed, Myles approached; his experienced eye, honed by years of marine exploration, proved invaluable to Gabriel's endeavours. Among the typical assemblage of tiny fish; scuttling crabs; and matchbox-sized squids, Myles plucked a mysterious object from the tangled seaweed and extended it toward Gabriel; anticipation swelled within Gabriel as he observed a mesmerizing creature with brown and green hues in Myles' hand—a seahorse, gasping for air and with its tail coiling and uncoiling frantically.

Reacting swiftly, Gabriel gently seized the seahorse he immersed it in a jar brimming with seawater he sealed the jar with a plastic cover laid with holes and he monitored the seahorse with anxious eyes. Relief washed over him as the seahorse promptly regained equilibrium, fluttering its delicate fins. Eagerly, Gabriel delved into the remaining seaweed; he skillfully navigated the depths, soon unearthing six more seahorses that found sanctuary alongside their companion in the jar.

1. Look at the first paragraph.

Why has a semi-colon been used in the first sentence?

....

2. Look at the second paragraph.

Semi-colons are used for two different reasons.

a. Why has a semi-colon been used in line 7?

....

b. Why has a semi-colon been used in line 8?

....

3. Look at the third paragraph.

The first sentence in the paragraph lacks the punctuation marks.

Re-write the sentence inserting semi-colons where necessary.

……

……

……

Mastering Semi-Colons

Insert semi-colons where necessary in the following sentences.

1. A strange feeling of worry grew in her heart a feeling she couldn't comprehend its reasons.

……

……

2. Four attendees arrived to the meeting: Sam, the CEO Alex, the IT manager Sara the public relations manager and Edward, the sales manager.

……

……

3. We need to buy many items for our project: brushes with different sizes colour pallets that contain the basic colours and their shades and charts of varied sizes.

……

……

4. I believe talking with him is useless however I will give it a try.

……

……

5. Don't try to convince her she is very stubborn.

……

……

6. During my summer vacation, I went to the beach. My favourite beach activities are swimming scuba diving parasailing and jet skiing.

………

………

7. I told my friend that I have homework to do therefore I must leave the play early.

………

………

8. I want a cute brown puppy, but my mother won't let me have one she says that puppies are noisy, messy, and loud.

………

………

9. My first month at work was terrible I find great difficulty coping with my colleagues.

………

………

10. Many ingredients are needed for the cake: flour of high-quality brown sugar whose crystals are bit small sugar-free whipping cream and fruits with rough pulps to withstand the heat.

………

………

LESSON 3 | PUNCTUATION MARKS

TOPIC 3 | COLONS

Unlock the inherent strength of colons! Scan the QR code, embark on a voyage of discovery, and ascend to the realm of extraordinary achievement!

Lesson PPT

Colons (:) are punctuation marks often used in writing to introduce or emphasize information. They provide a useful tool for organizing ideas, signaling a forthcoming list, elaborating on a statement, or indicating a direct quotation. By functioning as a linguistic signpost, colons guide readers and help create clarity and structure within a sentence or paragraph.

Colons Usages

1- To introduce a list: colons can be used to introduce a list of items.

Example:

- I need to buy several items from the grocery store: eggs, milk, bread, and fresh vegetables.

Notice that colons should follow an independent clause that can stand on its own as a complete sentence.

2- To introduce a quotation: When quoting someone or something, a colon can be used to introduce the quote.

Example:

- As Albert Einstein once said: "Imagination is more important than knowledge."

3- To introduce an explanation or elaboration (add extra information): A colon can be used to introduce an explanation or elaboration on a previous statement.

Example:

- She had one goal in mind: to win the marathon and prove her endurance and determination to the world.

4- To separate hours and minutes in time: A colon is commonly used to separate hours and minutes in time.

Example:

- The meeting is at 3:30 PM.

5- To introduce a subtitle or a description that follows a title.

Example:

- "The Catcher in the Rye: A Novel" (subtitle)
- "The Great Gatsby: A Tale of Jazz Age New York" (description)
- "The Elements of Style: The Classic Writing Style Guide" (subtitle)

What Effects Can Colons Create?

1- Emphasise the information that follows: A colon can be used to draw attention to the information that follows it, indicating that it is important or worthy of special attention.

2- Clarify or elaborate on previous information: A colon can be used to introduce an explanation, elaboration, or definition of a previous statement, making it clearer and easier to understand.

3- Add variety to sentence structure: By using colons, writers can add variety to their sentence structure, creating more complex and nuanced sentences that are more interesting to read.

4- Create a formal tone: Colons are often used in formal writing, such as academic papers, reports, and business documents, and their use can create a more formal or professional tone.

Practice 1

Identify why colons are used in each of the following sentences.

1. She picked up the latest bestseller and read aloud: “The Secret Life of Bees.”

……

2. The famous line from Shakespeare's Hamlet rang in my ears: "To be, or not to be: that is the question."

……

3. The question remained unanswered: who would be the next leader of the organization?

……

4. The project required careful planning: gathering data, analyzing results, and formulating conclusions.

....

5. The clock struck twelve, and she remembered the deadline: "I must submit my report by midnight."

....

6. The mission was simple yet daunting: to explore uncharted territories and uncover hidden treasures.

....

7. The bookshelf was filled with a variety of genres: thrillers, biographies, fantasy, and self-help.

....

8. The concert was a sensory explosion: bright lights, booming music, and ecstatic cheers.

....

9. He faced a difficult decision: to follow his passion or pursue a more stable career path.

....

10. His favourite movie genres were clear: action-packed thrillers and heartwarming romantic comedies.

....

11. The ultimate challenge awaited them: climbing Mount Everest, the world's highest peak.

....

12. The recipe called for three essential ingredients: flour, sugar, and butter.

....

13. The teacher had a rule in her classroom: no cell phones allowed during class time.

....

14. She eagerly recommended a must-read book: "The Great Gatsby" by F. Scott Fitzgerald.

....

15. The motivational speaker began his presentation with a powerful quote: "Success is not final, failure is not fatal: It is the courage to continue that counts."

....

....

Practice 2

Read the following extract and answer the questions.

A- Trees are incredibly significant for our planet: they supply us with wood for various purposes, including construction and furniture; they provide the pulp needed for making paper; many trees bear delicious fruits and nuts; and they create habitats for a diverse range of insects, birds, and other animals. But their contributions don't end there: even their sap is useful, serving as a source of food for insects and a key ingredient in the production of maple syrup. Perhaps most importantly, trees play a crucial role in maintaining clean air. While humans inhale oxygen and exhale carbon dioxide, trees do the opposite: they breathe in carbon dioxide and exhale life-giving oxygen. In this way, humans and trees are truly perfect partners.

When it comes to tree classification, there are two main types: deciduous and evergreen. Deciduous trees shed all their leaves for a portion of the year, either during autumn in colder climates or during the dry season in hot and arid regions. Evergreen trees, on the other hand, retain their leaves continuously, albeit in a gradual renewal process. These trees ensure that they are never completely devoid of foliage, always maintaining a healthy appearance.

The crown of a tree, which encompasses its branches and leaves, serves multiple purposes: it shades the roots, providing a suitable environment for their growth; it harnesses energy from the sun through photosynthesis; and it facilitates the removal of excess water, helping to keep the tree cool. The crown of a tree is crucial for its overall health, as it is through the leaves that trees contribute to the well-being of the entire world. So, next time you admire a tree, remember the immense value it holds and the variety of roles it plays in our lives and our environment.

1. Look at the first paragraph.

a. Why is a colon used in the first sentence?

……………………………………………………………………………………………………

b. Why is a colon used in line 4?

……………………………………………………………………………………………………

c. Why is a colon used in line 7?

……………………………………………………………………………………………………

2. Look at the second paragraph.

Look at this sentence “When it comes to tree classification, there are two main types: deciduous and evergreen.” (Line 9)

Why is a colon (:) used in the sentence above? Tick one box.

to add extra information ☐

to offer an example idea ☐

to connect two sentences ☐

to present a different idea ☐

3. Look at the third paragraph.

Why is a colon used in line 14? Tick one box.

to connect two sentences ☐

to introduce a contrasting idea ☐

to introduce a definition ☐

to introduce a list ☐

Read the following extract and answer the questions.

B- It's my birthday, a day filled with excitement and anticipation: the day I turn ten years old. With a burst of energy, I jump out of bed and draw back the curtains, allowing the warm sunlight to flood my room. Through the window, I catch a glimpse of the magnificent gazebo, a special gift from Mum and Dad for my birthday party, laid out on the lawn beneath protective plastic sheets. It's waiting, patiently, for Dad to put it up.

I can't help but wonder: “Now that I'm ten, will there be new privileges awaiting me? Perhaps mum and dad will let me go to the shops on my own or stay up late.”

Clad in my pyjamas, I slip on my cozy dressing gown and make my way downstairs. The house is unusually quiet, not the usual bustling scene. Usually, by this time, dad would be in the kitchen, preparing one of his legendary Saturday-morning fry-ups, while mum sits at the table engrossed in her newspaper.

Turning right at the foot of the stairs, I step into the kitchen. The black-and-white tiles beneath my feet send a shiver through me; they're freezing cold. The kitchen table is devoid of any activity, and the cooker stands silently as the empty work surfaces gleam. It's as if nobody is here.

Curiosity piques, and I peer through the patio doors that lead to the backyard, wondering if mum and dad have sneaked outside to start assembling the gazebo for my party. However, the garden is empty, devoid of their presence.

Having completed a circuit of the downstairs: hall, kitchen, living room, and back to the hall—I realize that if mum and dad are hiding somewhere, ready to surprise me, they're running out of rooms. Our house isn't that big after all.

Standing at the bottom of the stairs, I call out once more, filled with anticipation and excitement, hoping for a glimpse of their presence, a clue that they've prepared something special for my birthday.

1. Look at the first and second paragraphs.

Colons are used for two different reasons.

a. Why is a colon used in line 1?

………

b. Why is a colon used in line 6?

………

2. look at line 19.

Identify the usage of the colon.

………

Mastering Colons

Use colons where appropriate in each of the following sentences.

1. The aspiring chef prepared a delectable feast roasted chicken, garlic mashed potatoes, sautéed vegetables, and a rich chocolate cake for dessert.

………

2. Polonius' famous quotation in Hamlet "I must be cruel only to be kind" sets a clear example of paradox.

………

3. The speaker captivated the audience with her inspiring words "Believe in yourself, for you are capable of achieving greatness."

………

4. The workshop aimed to teach essential life skills effective communication, time management, and problem-solving.

………

5. As the sun dipped below the horizon, a sense of tranquility settled over the landscape nature's nightly lullaby began.

………

6. She had a question burning in her mind would he ever return her heartfelt feelings?

……

7. In her journal, she poured out her deepest emotions the joy, the heartache, the raw vulnerability.

……

8. Whispers in the Wind Unveiling the Secrets of Nature's Mysteries.

……

9. Steve Jobs' words "The only way to do great work is to love what you do" have inspired many people.

……

10. Let's meet at 5 30

……

LESSON 3 | PUNCTUATION MARKS

TOPIC 4 | DASHES AND HYPHENS

Unlock the inherent strength of dashes and hyphens! Scan the QR code, embark on a voyage of discovery, and ascend to the realm of extraordinary achievement!

Lesson PPT

Dashes and hyphens are two punctuation marks that can cause sort of confusion due to their similar form; however, their usages are completely different.

Dashes Usages

Dashes come in two forms: 'en' dashes (–) and 'em' dashes (—).
The two forms have various usages:

1. To set off parenthetical information (em dash): Dashes can be used to set off parenthetical information that is more important than that set off by commas or brackets. The dashes make the extra / additional information stand out more than commas and brackets.

Example:

- The team gathered at the conference room — located on the top floor of the building — to discuss the upcoming project. (The extra information provides further details)
- The picnic was ruined by unexpected rain — a heavy downpour that lasted for hours. (The extra information here is an explanation)

2- To indicate a break or interruption (em dash): Dashes can be used to indicate a sudden break or interruption in a sentence.

Example:

- "She was about to speak, but—"

3- To create emphasis (em dash): Dashes can be used to create emphasis or draw attention to a particular word or phrase.

Example:

- She was determined to succeed—no matter what.

4- To indicate a range (en dash): Dashes can be used to indicate a range of numbers or dates.

Example:

- The years 1950—1960 were a time of great change.

5- To add a list after a sentence, as a kind of details (em dash): Dashes can be used to introduce a list, similar to the way colons are used.

Example:

- He bought all the supplies he needed—paint, brushes, canvases—before starting his latest project.

6- To indicate an incomplete thought (em dash): Dashes can be used to indicate an incomplete thought or trailing off a sentence.

Example:

- “I just can't believe that—"

What Effects Can dashes Create?

1- Emphasis: Dashes can be used to emphasize a particular word or phrase within a sentence, drawing attention to it and giving it extra weight.

Example:

- "She had spent years building up her business - sacrificing her time, her energy, and even her relationships - and now, as she looked around at the empty office, she couldn't help but wonder if it had all been worth it.

2- Interruption: Dashes can be used to interrupt or disrupt a sentence, reflecting a sudden change or interruption in a character's thoughts or actions.

Example:

- She was running as fast as she could - but then she stumbled, and everything went black.

3- Intensity: Dashes can be used to add intensity or urgency to a sentence, creating a sense of heightened emotion or drama.

Example:

- He was determined to win - no matter what it took.

4- Contrast: Dashes can be used to set up a contrast or opposition between two ideas or images, creating a dynamic tension between them.

Example:

- She was dangerous - with a quick temper and a sharp tongue - but also beautiful, with her long blonde hair and sparkling blue eyes.

5- To create a dramatic pause that can indicate the following:

- a momentary pause in a sentence or passage, building suspense and anticipation before a climactic event or revelation. (climax)

Example:

-She stepped onto the stage, the lights shining in her eyes - and then, with a deep breath, she began to sing, her voice filling the room and the audience cheering.

- an abrupt shift in a sentence or passage, undercutting expectations and creating an anti-climactic effect. (anti-climax)

Example:

-She stepped onto the stage, the lights shining in her eyes - and then, just as the music began to play, she froze.

- an aside or parenthetical thought, allowing a character to reveal their innermost feelings or thoughts to the reader.

Example:

-She smiled at him - or at least, she tried to - and then thought to herself, What am I doing here? I don't even like him.

6- Pause or hesitation: Dashes can be used to create a pause or hesitation in a sentence, reflecting a character's uncertainty or hesitation.

Example:

- He wasn't sure what to do - should he stay and fight, or run for his life?

Hyphens

Hyphens are small lines written in the middle of a line (not as low down as an underscore). They are not all that common today, but there are three main situations where you should use them.

1_ To form compound words (compound modifiers): We use hyphens to join together separate words, to make compound words coining a new word that modifies a noun (compound adjective in this case). This serves to indicate that the joint words have a combined meaning.

Example:

- It's a high-level meeting.
- A good-looking man asked about you today.
- Kyla needs the up-to-date SEO guidelines.

Notice that if the compound word appeared after the noun, we do not hyphenate it.

Example:

- I love chocolate-covered peanuts.
- These peanuts are chocolate covered.

2_ To join prefixes to words: We use hyphens to join a prefix to another word, especially between two vowels.

Example:

- pre-existing or
- co-own.
- Re-write
- Co-operate

This is changing, though, and one-word forms are becoming more common (e.g. preoccupied or cooperate).

3_ To show word breaks: If you can't fit a whole word at the end of a line, you use a hyphen to split the word.

However, this is less commonly used now as computers and word processors

automatically adjust line spacing to make sure that words do not get broken up.

Practice 1

Identify why dashes are used in each of the following sentences.

1. The tension in the room was unbearable — the final vote was about to be cast.

……

2. The politician's speech was filled with promises — lower taxes, improved healthcare, and increased job opportunities.

……

3. "I just wanted to tell you — never mind."

……

4. - "I didn't do the homework because I —."

   - "Don't give fake excuses."

……

5. She had only one goal in mind —."to win the championship.

……

6. I woke up early - despite the late night — to catch the sunrise.

……

7. The book was a thrilling mystery — full of unexpected twists and turns.

……

8. The team had trained tirelessly for months, with hopes of victory — but the match ended in a disappointing tie.

……

9. The hikers reached the summit of the mountain, exhausted but elated — a magnificent view of the surrounding valleys and peaks stretched out before them.

……

10. The villain's sinister laugh echoed through the empty halls, growing louder and more menacing with each passing moment — until it abruptly stopped.

……

Practice 2

Read the following extract and answer the questions.

(Text A)

Adventure Travel

Definition

Adventure travel encompasses thrilling and daring expeditions — whether it's exploring uncharted jungles, summiting towering peaks, or rafting through raging rapids. It involves venturing into remote and challenging environments, seeking adrenaline-pumping experiences. Adventure travelers must possess a spirit of adventure and be prepared for unpredictable situations.

Destinations

Many adventure travel destinations offer breathtaking landscapes — from the snow-capped peaks of the Himalayas to the vast deserts of the Sahara. These regions provide opportunities for activities such as hiking, rock climbing, paragliding, and wildlife safaris. The allure lies in the raw beauty and untamed nature of these untouched landscapes.

Risk and Preparation

Adventure travel comes with inherent risks — encounters with wild animals, extreme weather conditions, and rugged terrain. Proper preparation and risk management are essential. Adventure enthusiasts must acquire the necessary skills, undergo physical fitness training, and equip themselves with appropriate gear and safety measures.

Equipment and Gear

Adventure travelers rely on specialized equipment and gear — durable tents, waterproof jackets, sturdy hiking boots, and high-tech GPS devices. These items are crucial for ensuring safety and comfort during expeditions. Hydration packs, headlamps, and multitools are among the essentials for survival in remote areas.

Traveler's Mindset

Embarking on an adventure requires a courageous mindset — embracing uncertainty, facing challenges head-on, and pushing personal limits. The transformative power of adventure travel lies in the personal growth and self-discovery it offers — it builds resilience, confidence, and a sense of accomplishment.

1. Look at the first paragraph.

a. What is the use of the dash in the first line? Tick one box.

to add a meaning ☐

to add a comment ☐

to present a different idea ☐

to provide examples ☐

b. '*…seeking adrenaline-pumping experiences.'* (Line 3)

What is the punctuation mark used in this sentence and why is it used?

……

2. Look at the second paragraph.

Why is the dash used in line 6?

……

3. Look at the third paragraph.

What punctuation mark can replace the dash in line 10?

……

4. Look at the fourth paragraph.

What punctuation mark is used in line 15?

……

5. Look at the fifth paragraph. Underline the correct answer.

The dash in line 20 is used to add further information.

This information is (examples – explanation – contrasting idea).

Read the following extract and answer the questions.

(Text B) Alexandra Williams — a curious young girl — finds herself on a journey to her ancestral home — Ravenswood Mansion. As she arrives at the grand estate, she is met with an unexpected turn of events.

"This is Ravenswood Manor, Miss Williams."

Tall ancient oaks lined the winding driveway, their branches swaying in the gentle breeze. Fallen leaves covered the path, creating a colorful mosaic beneath her feet. The driver halted the carriage in front of the imposing entrance, and Alexandra disembarked — unsure of what to expect.

"No one seems to be expecting me," she thought, surveying the empty surroundings.

"I'll take your luggage inside, Miss. Please go ahead. The door should be open."

Curiosity guiding her, Alexandra crossed the threshold into a cavernous foyer. A gaunt, elderly woman, clearly a long-serving servant, emerged from a doorway to greet her. Simultaneously, a limping figure appeared in another doorway, causing Alexandra to startle.

"Is it Henry?" the figure questioned, catching sight of Alexandra. "Oh, my apologies, it's you."

"It's Miss Williams, sir," the servant interjected.

"Yes, well — see to her," the man responded shortly — very rudely, leaving Alexandra with the impression that he wasn't particularly welcoming. She observed him intently, having heard tales of Uncle Reginald, and found him to match her imaginings. Tall and thin, with hunched shoulders and a sharp nose, his intense gaze pierced through her. "I shall keep my distance," Alexandra resolved, offering a polite greeting, but receiving no acknowledgment in return.

"Notify me when Henry arrives," Reginald instructed the servant, though the man carrying Alexandra's luggage chimed in, "The carriage is approaching the estate, sir, and Dr. Carter is right behind."

Through the open doors, the sound of hooves echoed, signaling the imminent arrival of guests. The servant swiftly informed Alexandra, "I'll be with you shortly, Miss. Everything seems to be happening at once - Master Henry has had an accident."

As commotion ensued, Alexandra instinctively retreated, allowing everyone to flock towards the entrance. The servant with the thin face turned to her and said, "Come along, let me show you to your room." She pointed down the corridor, stating, "That's your room, the last door on the left."

Alexandra walked down the dimly lit hallway and pushed open the door, eager to unravel the mysteries that awaited her within Ravenswood Manor.

1. Look at the first paragraph.

a. Why is a dash used in line 1?

……

2. look at the second paragraph.

Why is a dash used in line 7? Tick one box.
The dash is used:

to provide explanation ☐

set an example ☐

create a dramatic pause indicating a climax ☐

set off a parenthetical element ☐

3. "*A gaunt, elderly woman, clearly a long-serving servant*" (Line 12)
What is the punctuation mark used in the above sentence?

……

4. *"Yes, well — see to her," the man responded shortly — very rudely."* (Line 16)
In the above quotation, dashes are used for two different purposes. Explain.

……

……

5. What effect does the dash in line 26 create?

……

LESSON 3 | PUNCTUATION MARKS

TOPIC 5 | ELLIPSIS

Unlock the inherent strength of ellipsis! Scan the QR code, embark on a voyage of discovery, and ascend to the realm of extraordinary achievement!

Lesson PPT

The ellipsis (...) is a punctuation mark commonly used in writing to indicate a trailing off or omission of words or ideas. It consists of three equally spaced dots (periods) that are placed together in a horizontal line. The term "ellipsis" is derived from the Greek word " ellipsis," meaning "omission" or "falling short."

Ellipsis Usages

The primary purpose of the ellipsis is to indicate that something has been left out or to create a sense of suspense or trailing thought. The context in which the ellipsis is used determines their use and effect. The uses of ellipsis are as follows:

1- To indicate the omission of words, phrases, or entire sentences in a text, implying that there is more to be said or described, without going into all the details.

Example:

- The old mansion stood silent and foreboding, its halls filled with whispers of forgotten secrets, lost loves... and a tragic history that would leave even the bravest souls trembling.
- But this was just the beginning...

2- To indicate a pause / hesitation / confusion in speech (indicating a trailing off of thought or speech.)

Example:

- I'm not sure what to think about this... It's just that... well, it's a lot to process, you know?

3- To show interruption: Ellipsis can indicate that a speaker has been cut off mid-sentence, either by another speaker or by some external event (incomplete thought).

Example:

- “I was just saying that I really... oh my gosh, look at that!”

4- To indicate a change of thoughts: the ellipsis is used to indicate that the speaker was going say something, but then changed their mind and decided not to (incomplete thought).

Example:

- "I was going to tell you what happened last night... never mind, it's not important."

What Effects Can Ellipsis Create?

1- Suspense: Ellipsis can create a feeling of suspense or anticipation, leaving the reader or listener wondering what might come next arousing their curiosity.

Example:

- "As she approached the door, she heard a noise… she hesitated, wondering what to do next.

2- Emphasis: By leaving out certain words or phrases, ellipsis can draw attention to the most important parts of a sentence or thought.

Example:

- "I loved him… and I still do."

3- Fragmentation: Ellipsis can be used to indicate that the thoughts/ incidents are Shattered, which can be used to reflect a character's emotional state or the chaotic nature of a situation.

Example:

- "The world was spinning… she couldn't breathe… everything was falling apart."

4- Ambiguity: By omitting certain words or phrases, ellipsis can create ambiguity, leaving the reader or listener to interpret the meaning of a sentence or thought.

Example:

- "I thought I knew what I wanted… but now I'm not so sure."

5- Create dramatic effect: ellipsis can add to the drama / create a dramatic effect by emphasizing the speaker's / writer's hesitation, confusion, fear, or struggle to speak out their mind, etc.

Example:

- "I wanted to tell her how much she meant to me… but the words got stuck in my throat, my mind grappling with the fear of rejection."

Practice 1

Identify why an ellipsis is used in each of the following sentences.

1. “I have many things to tell you about my visit to Paris — the food, museums, parks…everything, everything.”

....

2. “You didn’t say anything about buying …a dog… and keeping it here!”

....

3. “How could you do this to me. How could you…you know, you don’t even deserve the effort of talking to you.”

....

4. “That’s it, I will take the white dress…wait…no, no, the red one”

....

5. He entered his room after a long tiring day, threw his exhausted body on the bed…a whizzing sound emanated from the cupboard.

....

6. “Want to learn more about the secrets of the ancient Egyptians? Read on…”

....

7. “It wasn’t me who did it, it was …,” a knock on the door broke the silence.

....

8. “I’m ready and everything is set, let’s go…oh, I forgot the cake.”

....

9. “I think I still have a chance…never mind, forget about it.”

....

10. The house was unusually silent. All the lights were off. Suddenly…surprise. A surprise birthday party was waiting for her.

....

Practice 2

Read the following extract and answer the questions.

Unsung Heroes: Shining Light in the Shadows

(Text A) Heroes come in various forms, from the bold figures etched in history books to the everyday individuals whose acts of bravery often go unnoticed. These unsung heroes, driven by compassion, selflessness, and resilience, shape our world in profound ways. In this exploration of heroes, we will delve into their stories, highlighting their remarkable contributions and the impact they have on society.

Many heroes throughout history have exemplified the power of sacrifice… from the courageous soldiers who lay down their lives on the battlefield to protect their nations, to the selfless individuals who dedicate themselves to humanitarian causes in far-flung corners of the world. These unsung heroes willingly put themselves in harm's way, motivated by a higher purpose… the betterment of humanity.

Heroes are not limited to grand gestures and epic tales…

They can also be found in our everyday lives, making a difference in small yet significant ways. The teacher who inspires and nurtures young minds, the healthcare worker who tirelessly cares for the sick, the neighbour who lends a helping hand during difficult times…and the list is endless. These unsung heroes, often hidden in plain sight, have an immeasurable impact on the lives they touch.

Heroes walk among us. Their stories illuminate the human capacity for goodness, reminding us of the strength we possess within. Through acts of sacrifice, compassion, and resilience, these unsung heroes shape our world, inspiring us to be agents of positive change. Let us honor their legacies, celebrate their achievements, and recognize the potential for heroism that lies within each of us…

1. Look at the second paragraph.

Ellipsis is used for two different reasons.

a. Why is an ellipsis used in line 6?

……

b. Why is an ellipsis used in line 9?

……

2. Why is an ellipsis used in line 11? Tick one box.

to signal the next part of the text ☐

to show interruption ☐

to show change of thoughts ☐

to introduce a new idea ☐

3. What is the purpose of the ellipsis in line 14?

………

4. Why does the writer ends his text using an ellipsis?

………

Read the following extract and answer the questions.

(Text B) During the serene winter nights, as raindrops whispered against the windows and the fire crackled with warmth, I would snuggle into my blanket, seeking solace beside grandfather. "Can you share the tale of the… Forest Guardian?" I would eagerly ask, afraid to bother grandfather.

Grandfather would grin, his eyes glimmering. "The Forest Guardian? Who might that be?"

"The Forest Guardian, the hero of the woods."

"Ah, yes… the one worth every word," Grandfather would reply, his voice carrying a hint of mystery.

"Please, Grandfather, tell me," I would plead.

"In a time long forgotten," Grandfather would begin, his voice carrying the weight of history, "when the world gleamed with youth, a majestic river descended from the towering Azure Peaks. This river breathed life into sprawling forests, homes to myriad creatures— from noble stags and graceful foxes to swift-hooved antelopes and vibrant-feathered birds…"

"These enchanting forests extended skyward, intertwining with clouds that showered their blessings. Numerous tributaries emerged, each flowing into the grand river, their waters brimming with schools of shimmering fish."

"But darkness befell this paradise, did it not?" I would prompt, captivated by the tale.

Grandfather would nod, his gaze distant. "Indeed, a shadow emerged. The Ancient Devourer, Xalvor, emerged from the abyss, prowling through the once-thriving woods. With every step, he consumed life and obliterated ancient trees, spitting out remnants of bone and foliage. His insatiable hunger devoured all in his path, leaving destruction in his wake. The animals, terrified, sought refuge deep within the diminishing forest, but even their desperate escape could not elude the relentless predator."

"'Please, spare what remains of our sacred home,'" the animals would beseech, their voices echoing through the solemn air. "'It is all that we hold dear.'"

"But still, Xalvor hungered," Grandfather would continue, his voice tinged with gravitas. "He loomed tall, his monstrous form..."

At that moment, I would rise from my spot, my blanket swirling around me, casting ethereal shadows upon the walls. With a determined voice, I would proclaim, "I am Xalvor, and none can defy my might!"

Grandfather would feign trepidation, a playful glint in his eyes. "Terrified, the creatures hid, even the mighty panther and ancient tortoise. No being dared confront the unstoppable Xalvor. But then... a tiny figure emerged from the heart of the forest, fluttering fearlessly before Xalvor's very gaze..."

1. Look at line 3.
What does the use of ellipsis indicate?

....

2. Why is an ellipsis used in line 7? Tick one box.

to indicate hesitation ☐

to create suspense ☐

to highlight a moment of realization ☐

to indicate a change of thoughts ☐

3. What is the purpose of the ellipsis in line 13?

……

4. An ellipsis is used for two different reasons in line 27 and line 33.

Explain the ellipsis usage in each line.

……

……

5. Look at the last paragraph.

Give one way the writer uses to show the story has more incidents.

……

LESSON 3 | PUNCTUATION MARKS

TOPIC 6 | BRACKETS

Unlock the inherent strength of brackets! Scan the QR code, embark on a voyage of discovery, and ascend to the realm of extraordinary achievement!

Lesson PPT

Brackets, also known as parentheses, are punctuation marks used to enclose or set apart specific elements within a text. They typically consist of two vertical lines or curves that open and close, creating a pair.( )

Brackets Usages

1- **Parenthetical Expressions:** Brackets can enclose parenthetical expressions, which are phrases or clauses that add extra information to a sentence but can be omitted without changing the overall meaning.

Example:

- Sheila (my best friend) was absent from class yesterday.
- The football game (which was played in heavy rain) was a thrilling experience for the spectators.

2. **Clarification and Expansion:** Brackets can be used to provide additional information or clarification within a sentence. This is often done to explain or elaborate on a specific point.

Example:

- The concert was held in the city center (at the Central Park amphitheater), and it attracted a large audience.

3. **Corrections and Clarifications:** Brackets can be used to make corrections or clarifications within a quotation to ensure accuracy. This is especially useful when quoting someone's words but modifying or adding information to make the quote more understandable or coherent.

Example:

- The witness stated, “I saw (the suspect) leaving the scene of the crime.”

4. **Explanatory Insertions:** Brackets can be used to insert explanations, definitions, or translation of unfamiliar words or terms within a text. This helps students understand the meaning of specific words or concepts.

Example:

- The term 'metaphor' (a figure of speech comparing two unlike things) is commonly used in literature.

5. To indicate an abbreviation: Brackets can be used to indicate an abbreviation.

Example:

- The International Business Machines Corporation (IBM) is a multinational technology company.

Notice that brackets, as well as commas and dashes, are used to highlight a parenthetical element / add extra information. However, each of them delivers different impression and different shade of meaning.

Commas, for instance, delivers a formal, calm explanatory tone.

Brackets deliver the same formal feeling, but they create the impression of an aside — as if the writer is involving the reader in their thoughts a little bit more.

Dashes are less formal and the pause they create is more intense than the commas and brackets; they also make the narration more chatty and closer to the spoken English. Moreover, dashes make the information between them stand out and make it more remarkable.

Practice 1

Identify why brackets are used in each of the following sentences.

1. The city's annual marathon (scheduled for October 12th) attracts thousands of participants.

....

2. The protagonist of the novel (portrayed as a strong and independent woman) resonates with readers.

....

3. The archaeological site contains artifacts dating back to the Neolithic period (approximately 6000 BC]).

....

4. The professor explained the concept of entropy (a measure of disorder) during the physics lecture.

....

5. The study concluded that exercise has numerous benefits (e.g., improved cardiovascular health, weight management, and enhanced mood).

....

6. The sentence "I cannot wait" can be written as "I (can't) wait to convey a more informal tone

....

7. The word "bonjour" (hello) is commonly used as a greeting in French.

....

8. The World Health Organization (WHO) is an international organization focused on global public health.

....

9. I finally reached the summit of the mountain (despite my trembling legs and the doubts swirling in my mind) a moment that whispered triumph to my weary soul.

....

10. The professor emphasized the importance of time management (the ability to effectively prioritize tasks and allocate resources) as it is a crucial skill for academic success.

....

Practice 2

Read the following extract and answer the questions.

Dreaming of Space?

Are you suited for the cosmos?

Desire to be a space explorer Undoubtedly, that idea captivates everyone. Who wouldn't yearn to hover weightlessly amidst the stars, marvelling at our resplendent azure orb in the distance, and commuting swiftly aboard a rocket? However, survival can be demanding out there. Do you possess the necessary qualities to soar through the celestial expanse?

What defines an interstellar voyager (cosmic traveller)?

Inquiring seems deceptively straightforward. An interstellar voyager is an individual who embarks on celestial journeys, right? Well, indeed – yet determining the precise boundary of space poses quite the challenge. Ascend directly from Earth, and you shall eventually reach space. Nonetheless, prior to doing so, you must traverse a veil of gases (known as Earth's atmosphere) which gradually thins until it dissipates entirely. Beyond that point lies the realm of space. However (due to the gradual fading of these gases), determining precisely where Earth's atmosphere ceases become arduous to ascertain. Thus, scientists have conceived an abstract demarcation - the Karman line (situated 160 kilometres above our planet's surface). It serves as the official threshold of space. Once you surpass this boundary, you can rightfully deem yourself an astronaut.

Venturing into the cosmos

Alas, accessing the Karman line presents a conundrum. The majority lack the means to acquire spacecraft, for they rank as the most exorbitant mode of transportation in existence. Luxurious automobiles such as Rolls Royces? Private jets? They pale in comparison to the astronomical costs associated with an average spacecraft. So, who foots the bill?

To secure passage into the vastness of space, you must undertake one of the following endeavors (or else getting yourself a Rolls Royce is going to be easier):

- Serve a government space agency

- Attain billionaire status...

- ...or merely work for one

Become a pilot for one of the few billionaires who possess their own

space travel enterprises, and you may ferry the affluent to the stars!

- Triumph in a competition

1. What is the difference between the usage of brackets in line 8 and line 10?

Brackets in line 8: ………

Brackets in line 10: ………

2. Brackets in line 12 are used to add extra information.
What sort of information is presented between the brackets? Tick one box.

Commentary ☐

Definition ☐

Expansion ☐

Translation ☐

3. Why are brackets used in line 20?
………

Read the following extract and answer the questions.

(Text B) At the art gallery where his mom works, Jake is assisting in the preparation of an exhibition showcasing ancient Egyptian artifacts. Jake and his mom have just entered the Egyptian hall.

***

Jake's eyes widened in awe. He felt an instant connection to the mystical world of ancient Egypt. Although there were still crates and boxes (dating back to 7000 years ago) to be unpacked, the unveiled treasures were absolutely fascinating.

He pointed towards a life-sized sarcophagus adorned with hieroglyphics. "What is this?"

Before his mom could answer, a young man appeared at the entrance. "Excuse me, Ms. Thompson, there's an urgent message for you."

"I'll be right there," replied Jake's mom, hurrying towards her office. "Take a look around, but remember not to touch anything."

Jake eagerly examined the displays. He marvelled at golden statues of pharaohs, intricately designed jewellery, and papyrus scrolls containing ancient texts. He even spotted a small wooden chest that resembled a hidden treasure.

Nestled in a corner, he discovered a wooden flute embellished with mysterious symbols. The accompanying label explained that it belonged to Hathor (the Egyptian god of music), who used it to create harmonious melodies. Beside the flute lay two delicate reed pipes.

"I wonder what it sounds like," thought Jake. He reached out for one of the pipes but hesitated. He knew he should abide by the rules, but the flute seemed to beckon him, begging to be played. His curiosity got the better of him.

Checking to ensure no one else was in the vicinity, Jake cautiously picked up a reed pipe and blew into it.

To his astonishment, a mesmerizing melody resonated through the hall. Suddenly, Jake was no longer alone.

In front of him stood a young girl dressed in flowing garments adorned with feathers (strange ones in colour and shape).

"You've released me from the flute!" she exclaimed, embracing Jake. "Thank you!"

Startled, Jake took a step back. "I didn't mean to do anything," he stammered. Another thunderous roar erupted from the flute, shaking the gallery. Raindrops began to fall from the ceiling, transforming the exhibition into an indoor downpour!

1. Look at line 2.
Why are brackets used?

……………………………………………………………………………………………………

2. Look at line 10.
What type of information do the brackets enclose?

……………………………………………………………………………………………………

3. Look at lines 15-20.
What punctuation mark does the writer use to add more information? Write the sentence that includes the additional information.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

LESSON 3 | PUNCTUATION MARKS

TOPIC 7 | INVERTED COMMAS AND EXCLAMATION MARKS

Unlock the inherent strength of inverted commas and exclamation marks! Scan the QR code, embark on a voyage of discovery, and ascend to the realm of extraordinary achievement!

Lesson PPT

Inverted commas, also known as quotation marks or quotes, are punctuation marks that are usually represented by a pair of curved symbols (" ") or (' ').
Exclamation marks, also called exclamation points, are punctuation marks used to convey strong emotions, surprise, excitement, or emphasis in writing. They are typically represented by a single symbol (!) at the end of a sentence.

Inverted Commas Usages

Inverted commas are not only used to indicate a direct quotation; they have many other usages in English and they help to create different effects:

1- Direct speech: Inverted commas are used to indicate direct speech or dialogue spoken by a character in a story, play, or script.

Example:

- "I'm going to the store," she said.

2- Quotations: Inverted commas are used to indicate a quotation / idiom/ famous saying or direct citation from a source, such as a book or article.

Example:

- The article stated, "Climate change is a major global issue."

3- Titles: Inverted commas are used to indicate the titles of short works, such as poems, songs, or short stories.

Example:

- She read the poem "The Road Not Taken" by Robert Frost.

4- Irony or sarcasm: Inverted commas can be used to indicate irony or sarcasm, suggesting that the writer is using the word or phrase with a different or opposite meaning than usual.

Example:

- Committing the same mistakes while expecting different results grant me the trophy of “smartness.”

5- Emphasis: Inverted commas can be used to emphasize a word or phrase, drawing attention to it.

Example:

- Actually, calling it a bad day is not satisfactory enough…it is the “worst” day of my entire life.

6- To indicate that a word or phrase is being used figuratively or with a different meaning than its literal definition.

Example:

- The new boss is a "breath of fresh air".

Exclamation Marks Usages

Exclamation marks are used for different purposes:

1- To express strong emotions: Exclamation marks are used at the end of exclamatory sentences that express strong emotions, excitement, surprise, or astonishment.

Example:

- What a beautiful sunset!
- “It was you all this time!”

2- Interjections: Exclamation marks can be used after interjections, which are words or phrases that convey strong emotions or sudden reactions.

Example:

- "Wow! That's amazing!"

3. Commands or Imperatives: When a command or imperative sentence is written with strong emphasis or urgency, an exclamation mark can be used.

Example:

- "Stop! Don't touch that!"

4- To Express strong emphasis: Exclamation marks can be used to emphasize a particular word or phrase within a sentence.

Example:

- I absolutely love it!

5- Sarcasm or Irony: Exclamation marks can be used to convey sarcasm or irony. In such cases, they may indicate that the statement should be understood in a different or opposite way.

Example:

- Oh, great! Another meeting!

Practice 1

Identify why inverted commas and exclamation marks are used in each of the following sentences.

1. "Eureka!" cried the scientist as she made the groundbreaking discovery.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

2. "To be or not to be," pondered the actor, lost in Shakespeare's timeless words.

……………………………………………………………………………………………………

3. The "magic" of love transformed their lives, making the ordinary seem extraordinary.

……………………………………………………………………………………………………

4. "Once upon a time," began the storyteller, capturing the attention of the eager children.

……………………………………………………………………………………………………

5. The "delicious" aroma of freshly baked cookies filled the kitchen, making everyone's mouth water.

……………………………………………………………………………………………………

6. Sure, he's a 'brilliant' comedian, if you find corny jokes and awkward delivery entertaining.

……………………………………………………………………………………………………

7. Well, he calls himself the “master” of persuasion; let’s see what he will do.

……………………………………………………………………………………………………

8. What an incredible performance that was!

……

9. Stop! Don't go any further!

……

10. A "storm" of emotions raged within him as he faced the difficult decision.

……

Practice 2

Read the extract and answer the questions.

Do You Fear Your Fears?

Human fears are an intriguing aspect of our psyche, revealing the depths of our vulnerability. From mundane anxieties to existential dread, our "fears" shape our actions and perceptions. These 'dark corners' of our minds often hide our deepest insecurities and phobias, keeping us from fully embracing life's opportunities.

One common fear is the 'fear of failure'. This "paralyzing" dread can hold individuals back from pursuing their dreams, causing them to settle for a life of mediocrity. The 'fear of rejection' is another powerful force, preventing people from expressing their true selves and seeking meaningful connections. It's fascinating how these 'illusory' fears, born from our imagination, can exert such tremendous control over our lives!

Moreover, there are more tangible fears that have plagued humanity throughout history. The 'fear of the unknown' has driven explorers to embark on perilous journeys, revealing new worlds and expanding our collective horizons. On the other hand, the 'fear of change' has hindered progress, leaving individuals trapped in stagnant situations, clinging to the familiar.

In the face of adversity, fear can either cripple or empower us. It is crucial to recognize that fear often masks an opportunity for growth. By confronting our 'inner demons' head-on, we can transcend our limitations and unlock our true potential. As Franklin D. Roosevelt once said, "The only thing we have to fear is fear itself!" This profound statement reminds us that fear is ultimately a subjective experience, and by challenging its grip on our lives, we can rise above it.

Fear is weak. We are the ones who control it. Make your fear fear you! Face your 'demons' that long for a chance to haunt you and never allow them to take the lead!

1. Look at the first paragraph.

Inverted commas are used twice for two different reasons.

a. Why are inverted commas used in line 2?

……

b. Why are inverted commas used in line 3?

……

2. Look at the second paragraph.

a. Why is the phrase 'fear of failure' (Line 5) put between inverted commas?

……

b. Why is the phrase *'paralyzing'* (Line 5) put between inverted commas?

……

c. What does the exclamation mark at the end of the paragraph indicate?

……

3. Look at the fourth paragraph.

Inverted commas are used two time for two different reasons. Identify their usage in each case.

……

……

4. Why does the writer use exclamation marks in the final two lines of the text?

……

CAMBRIDGE CHECKPOINT ZONE

GRAMMAR AND PUNCTUATION

Equipped with knowledge and practice, success is YOURS to unveil!

Text 1 / April 2024 Paper 1

LEGO

You've probably seen or heard of LEGO bricks. But have you ever wondered where this children's toy comes from or why it's called LEGO? Actually, the name is much older than the little plastic bricks that you might know. Let me tell you the story...

Ole Kirk Christiansen, born in 1981, was a skilled carpenter who lived in Billund, Denmark. He owned his own company, but times were extremely tough and, eventually, he had to dismiss his employees.

Shortly after, Ole's wife passed away. Ole was tasked with looking after his four sons alone, and he knew he had to provide for them. In his free time, he began crafting and making wooden toys for his children. One of the most loved toys was a duck. Ole's creation made his sons so happy that they convinced him he should make toys for a living. He used the leftover wood from his carpentry business, and never looked back.

Despite the quality of the toys, sales were poor at first. Then, his 12-year-old son, Godtfred Kirk Christiansen, began helping in the business. He was an invaluable support to his father. Soon, word began to spread that wonderful wooden toys were being produced in Billund. The company became busier and busier, and Ole was able to re-hire his former workers.

It was now time to think of a name for the business. In 1934, the company adopted the name LEGO, formed from the Danish words 'LEg Godt' (play well). In the late 1930s, LEGO began to make a profit. With such high sales, it seemed nothing could go wrong.

This was not the case, though. In 1942, disaster struck when the LEGO factory burned to the ground. All the drawings and models were destroyed, and everybody was devastated. However, with Ole's determination, production began again and, in 1946, he bought a plastic-moulding machine for toy production. Ole began to make tiny teddy bears and babies' toys. In 1949, LEGO began manufacturing their first building bricks, which the company is now known for.

On a business trip to England in 1954, Godtfred met the manager of a big shopping centre. They talked about toys and the fact that there was a lack of simple construction toys for children. An idea born in the mind of Godtfred Kirk Christiansen — the LEGO System. This is a system of interlocking plastic building bricks which has helped children across the globe to build their own worlds and develop their creative skills. Sales grew rapidly and the company expanded.

The brick in its present form was launched in 1958 and is still unique, offering limitless possibilities. It's just a matter of freeing the imagination. LEGO's Duplo line was introduced in 1969. It's a range of simple blocks whose lengths measure twice the width, height, and depth of standard LEGO blocks, and are aimed at younger children. Almost 10 years later, LEGO produced the first mini-figures which have since become a staple in most sets.

LEGO has now been named 'Toy of the Century' twice. Their products have developed a lot over the years – but the foundation remains the traditional, hardwearing LEGO brick.

Question

1. Look at the first paragraph (lines 2–5).
Why does the writer ask a question in this paragraph?

.... [1]

6. Look at the sixth paragraph (lines 24–29).

(c) Give one abstract noun.

.... [1]

7. Look at the seventh paragraph (lines 30–36).

(b) Give one adverb from the paragraph.

.... [1]

8 Look at the eighth paragraph (lines 37–42).

(a) Give one relative pronoun.

.... [1]

(b) Why does the writer use a comparative adjective in this paragraph?

....

.... [1]

9. Look at the final paragraph (lines 43–45).

(a) What verb form is used in the first sentence? Tick one box.

simple present passive ☐

simple past passive ☐

present perfect passive ☐

past perfect passive ☐

[1]

Text 2 / April 2024 Paper 2

Text for Section A, an extract from *How to Fool Your Parents* by Pete Johnson

Tuesday February 25th

4.30 p.m.

I'd like to make a full confession.

I, Louis – full name Louis the Laugh – did at approximately 3.45 p.m. today say, 'Sir, I am so incredibly sorry and I would like to volunteer for an extra detention* right here, right now.'

Am I ashamed of myself? Totally. But I had no choice. You see, I'm in an incredibly desperate situation. No, really…Just hear me out.

It was the last lesson of the day, physics. Yawn! It was with Mr Duncan (known to all as Dunky). Double yawn.

Well, I was feeling drowsier and drowsier. But I really only meant to rest my eyes for a moment. Most unfortunately my head then slipped down onto my chest…

A power nap is the technical term for what happened next. And if Dunky had left me alone, I'd have woken up all refreshed – and ready to learn more. Instead he hissed down my ear, 'You can't sleep in my class.'

'If you didn't speak so loudly I could,' was what I longed to reply. But I knew this was a moment which required tact. So I tried to explain that I'd only taken a very brief power nap.

But he wasn't listening. Instead sarcasm* dripped from him as he creaked, 'I'm very glad you've decided to re-join us. Your contributions to the class are so vital' – the class all chortled away at this (I never say a word in his lessons) – 'and I will see you at the end of the lesson to discuss your sleeping arrangements.'

And later I approached Dunky, smiling bravely. He rose up from his desk. He's very tall and immensely thin, with a long but somehow scrunched-up face, a truly mouldy grey beard and the tiniest eyes you've ever seen – like two little raisins* glaring down at you.

I had to somehow get on Dunky's good side, as I needed him to do me a massive favour. A truly hopeless mission you might think, and you'd be right. But I had to achieve the impossible.

That's why, when he announced that I had a double detention tomorrow, I gushed, 'Thank you so much, Mr Duncan, I so deserve it.'

Then I uttered the words I told you about before and I can't bear to repeat ever again.

And guess what Dunky said after my truly amazing offer. Nothing. He merely pointed a gnarled hand at the desk in front of him.

And ever since, I have been sitting here, filling page after page with lines*. And I didn't stop once – well, not until he tottered off for a moment.

HOLD UP. He's coming back.

More soon.

4.50 p.m.

I proudly took my lines up to Dunky. 'Five and a half pages there,' I said. 'And no hardship at all. Just happy to be here with you.' He hardly even glanced at what I'd written.

So I said, 'I want to assure you, Mr Duncan, your lesson wasn't any more boring than usual. I mean, it wasn't boring at all,' I added hastily. 'In fact, it was fascinating. Especially ...' I tried to remember one thing he'd said and couldn't, so spluttered, 'Well, there were so many highlights I can't pick just one.' Then I smiled winningly at him.

Glossary
*detention: keeping a student in after class or after school as punishment
*sarcasm: using words to mean the opposite of what they usually mean in order to be funny
*raisin: a small dried grape, often used in baking
*lines: a school punishment where students must repeatedly copy out one line of text

Question

1. Look at lines 2–11.

(a) Why does Laugh start with a capital letter?

.... [1]

2. Look at lines 14–23.

(b) Give one past continuous verb form.

.... [1]

5. Look at lines 35–40.

(b) The writer uses capital letters and three short sentences at the end of this part.
What is the effect of this on the reader?

.... [1]

Text 3 /Progression Test 2024 Paper 1

Food waste

From time to time, we're all guilty of leaving leftovers on our plate – whether it's because we aren't enjoying our meal, feeling full or trying to avoid eating our yucky vegetables. It's normal, right? No big deal. Well actually, food waste is a global environmental issue that is a big deal and needs resolving – and here's why.

What is food waste?

Food waste refers to any food products that are thrown away as opposed to being consumed. Typically, this waste can be split into four categories:

- By-product waste – food by-products created through the manufacturing of food types or the domestic cooking process, for example peels and trimmings from fruit and veg.
- Expired products – food items (that are often packaged in plastic) that have gone past their sell-by date*in shops and supermarkets and shouldn't be consumed.
- Leftovers – the waste that is created from unwanted food remains in our households or in places like restaurants, aeroplanes, etc.
- Bakery products – unsold food items that spoil quickly.

What are the main causes of food waste?

There are many different causes of food waste. However, the leading causes are:

- shops, supermarkets, or restaurants ordering too many products that do not sell
- poor education about food waste
- lack of awareness of expiry dates.

Why is food waste a problem?

Food waste presents a significant problem due to the volume of waste that's produced each year. In fact, in the EU* alone, it's estimated that 89.2 million tonnes of food are thrown away annually. The vast majority of food waste ends up in landfill sites*which are already full to overflowing. Many people don't view this as an issue because food items, unlike most plastics, degrade naturally over time. However, it contributes heavily to global warming and the erosion of the ozone*layer. This is because food waste releases a great deal of methane gas as it breaks down. According to a recent report, methane is 25 times more harmful than CO2 because it can trap much more heat within the atmosphere.

Food wastage, moreover, is morally wrong. To put it simply, we throw away millions of dollars' worth of food each year – even though about 690 million people across the globe are undernourished. Just think about that for a moment!

How can we reduce food waste?

The food industry needs to change its ways. But meanwhile, there are various ways in which you can encourage your parents or carers to go about reducing your food waste. Here are some suggestions:

- encourage whoever cooks to pre-plan meals so they know exactly what to buy from the supermarket and don't buy unnecessary groceries
- persuade adults to look carefully at sell-by dates when shopping to make sure they'll use the groceries in time
- set up your own compost heap in your garden
- find your green fingers and start your own vegetable patch
- check the fridge regularly and make adults aware of all sell-by dates.

You might think that these small changes are too trivial and insignificant to make a difference. Well actually, it's estimated that around 60% of food waste comes from the home, so any small change is a change in the right direction.

Glossary
*sell-by date: the date given on food when it is recommended it should be sold by
*EU: European Union
*landfill site: a place where rubbish is buried in the ground
*ozone: a gas

Question

3. Look at lines 19–25.
Waste is an abstract noun. Give two more abstract nouns

- ………
- ………

[2]

4. Look at lines 26–38.

(d) Why is a dash (–) used? Tick one box.

to repeat the previous idea ☐

to join two separate sentences together ☐

to add emphasis to the point that follows ☐

to show the idea is not complete ☐

[1]

5. Look at lines 39–49.

(a) Why is a colon (:) used?

……… [1]

6. Look at lines 50–52.
(a) Why is a modal verb used? Tick one box.

to show certainty ☐

to show a condition ☐

to show possibility ☐

to show the future ☐

[1]

Text 4 /Progression Test 2024 Paper 2

Text for Section A, an extract from *Tales of the Unexpected* by Roald Dahl

Billy is a young travelling salesman working for a large company. He has arrived in a town he has never been to before. It is evening and he only has a little money. He is looking for a cheap place to stay.

Billy was seventeen years old. He was wearing a new navy-blue overcoat and a new brown suit, and he was feeling fine. He walked briskly down the street. He was trying to do everything briskly these days. Briskness, he had decided, was the one common characteristic of all successful businessmen.

There were no shops on this wide street that he was walking along, only a line of tall houses on each side, all of them identical. They had porches and pillars and four or five steps going up to their front doors, and it was obvious that once upon a time they had been swanky residences. But now, even in the darkness, he could see that the paint was peeling from the woodwork on their doors and windows, and that the handsome white facades* were cracked and blotchy.

Suddenly, in a downstairs window that was brilliantly illuminated by a street-lamp, Billy caught sight of a printed notice. It said BED AND BREAKFAST. There was a vase of yellow chrysanthemums*, tall and beautiful, standing just underneath the notice. He stopped walking. He moved a bit closer.

Green curtains (some sort of velvety material) were hanging down on either side of the window. The chrysanthemums looked wonderful beside them. He went right up and peered through the glass into the room, and the first thing he saw was a bright fire burning in the hearth. The room itself, so far as he could see in the half-darkness, was filled with pleasant furniture. There was a baby-grand piano and a big sofa and several plump armchairs.

After dithering about in the cold for two or three minutes, Billy decided that he would walk on. He turned to go. And a queer thing happened. He was in the act of stepping back and turning away from the window when all at once his eye was caught and held in the most peculiar manner by the small notice that was there.

BED AND BREAKFAST, it said. BED AND BREAKFAST, BED AND BREAKFAST, BED AND BREAKFAST. Each word was like a large black eye staring at him through the glass, holding him, compelling him, forcing him to stay where he was and not to walk away from that house, and the next thing he knew, he was actually moving across from the window to the front door of the house, climbing the steps that led up to it, and reaching for the bell.

He pressed the bell.

Far away in a back room he heard it ringing, and then at once, it must have been at once because he hadn't even had time to take his finger from the bell-button, the door swung open and a woman was standing there. Normally you ring the bell and you have at least a half-minute's wait before the door opens. But this dame*was like a jack-in-the-box. He pressed the bell – and out she popped! It made him jump.

She was about fifty years old, and the moment she saw him, she gave him a warm welcoming smile.

'Please come in,' she said pleasantly.

Glossary
*facade: the front of a building
*chrysanthemum: a type of flower
*dame: an American word for a woman

Question

3. Look at lines 15–18.

(b) Explain why the writer uses some long and some short sentences here.

....

.... [2]

4. Look at lines 19–24. Why are brackets ( ) used? Tick one box.

Brackets are used to give…

an extra detail. ☐

a precise definition. ☐

a character's opinion. ☐

an equivalent phrase. ☐

[1]

5. Look at lines 25–28.

(a) Give one passive verb form.

.... [1]

6. Look at lines 31–32.
The writer uses different ways to make a dramatic impact here. How does the writer make an impact? Give two ideas.

- ....
- ....

[2]

8. Look at lines 36–44.
(a) Look at the first sentence in this section. What is the purpose of the commas? Tick two boxes.

to separate adjectives ☐

to separate items in a list ☐

to indicate a conjunction follows ☐

to indicate parentheses in a sentence ☐

to separate a quotation from the rest of a sentence ☐

[2]

(b) Look at line 40. Why is a dash (–) used in this line? Tick one box.

A dash is used to…

join two related sentences. ☐

connect two similar ideas. ☐

repeat the information more dramatically. ☐

show one action is connected to another. ☐

[1]

Text 5 / October 2023 Paper 1 (Text B)

Text B

There are four major benefits to sleeping in a hammock:

Benefit 1) Achieve the ideal sleeping position
A hammock will naturally move you into the best sleeping position – and keep you there. It isn't going to let you roll onto your side or your stomach, which could hurt your back. Additionally, your head will be slightly elevated above your body, which is ideal for restful sleep.

Benefit 2) Rocking helps your brain
Rocking is a particularly soothing action for most people. That's why babies tend to fall asleep when they are rocked back and forth. Rocking will impact your brain waves, making you rest and fall asleep faster.

Benefit 3) Enjoy a deeper sleep
In addition to falling asleep faster, hammock sleep also tends to be much deeper. You can achieve REM sleep, which is the most restful form of sleep. Deeper sleep can lessen anxiety, improve your focus, and increase your memory.

Benefit 4) Zero-pressure-point rest
What is zero-pressure-point sleep? In a hammock there are no specific contact points between the sleep surface and your body. The hammock conforms to your body, providing equal pressure throughout your body rather than creating pressure in specific areas.

So, if you often find yourself unable to get a deep, restful sleep, then a hammock may be able to help. Install a hammock with mosquito net outside and use it when the weather's fine, or put one beside your bed in your bedroom. It's that easy!

Question

7. Look at the first paragraph (lines 4–7).

(a) Why is a dash (–) used? Tick one box.

to add an explanation ☐

to link two words together ☐

to emphasise additional information ☐

to introduce an example that follows ☐

[1]

(b) Give one example of a connective from this paragraph.

.... [1]

8. Look at the final paragraph (lines 21–24).

(a) Give the main clause in the first sentence.

.... [1]

(b) Why does the second sentence begin with a verb?

.... [1]

Text 6 / October 2023 Paper 2

Text for Section A, an extract from *Lampie* by Annet Schaap

Lampie lives with her father, who is a lighthouse-keeper.

****

By the time dusk falls, the lamp must be lit. It is always the girl who lights it. Every night, she climbs the sixty-one steps, opens the rusty little door, lights the wick, winds up the mechanism that turns the lamp, shuts the door, and the job is done.

It was hard work when she was younger, but now her arms have grown strong and her legs can easily climb up and down the steps twice a day. Three times if she forgets the matches. That happens sometimes, and her father always grumbles at her.

‘It’s almost dark and the lamp’s not lit! What if a ship is lost, child? What if it runs aground on the rocks and it’s all my fault? No – all your fault! Hurry up! Climb those stairs! Or should I just do it myself?’

‘I’m on my way,’ the girl mutters, taking the matches from the drawer. The box rattles quietly. There’s only one match left.

Must buy more matches tomorrow, she thinks. Don’t forget.

***

The girl knows though, that remembering can be difficult. She always has so much inside her head: songs, stories, things she has to learn, things she wants to forget but that keep coming back.

As she climbs the stairs, she comes up with a little trick. What was it she wanted to remember? Oh yes. In her mind, she picks up a matchbox and then places it on a table in the middle of her head – with a little lamp shining onto the box, so that it will be the first thing she sees when she wakes up tomorrow morning. Or so she hopes.

Think of a lamp, Lampie, she tells herself.

Because that’s her name. Lampie.

Her real name is Emilia. But that had been her mother's name too. And her father had always found it annoying when two people looked up when he called the name. So he calls her Lampie instead.

'You're not the brightest of lights though, are you, Lampie?' he always says whenever she forgets something.

***

Lampie climbs upstairs with the last match. She has to be very careful. It must not go out before the lamp is lit, because then… Shipwrecks and an angry father. She is not sure which would be worse.

'Lampie!' Her father's voice is loud, even though it is coming from sixty-one steps below. 'The light! NOW!'

Usually he has been asleep for ages by this time of day, snoring away in his chair. But not tonight. She strikes the match. A tiny, useless spark. And again. This time there is a proper flame. That's good. She cups her other hand around the match and brings it to the wick. Come on! The flame hesitates a little, before growing bigger.

'Flame, flame, burn hot and quick.
Drink the oil and eat the wick!'

She quietly sings to herself, as she looks into the bright light. She could feel a bit of a knot in her stomach before, but it is starting to loosen now.

Wind up the mechanism, done.
'Matches, matches, must buy matches,' she sings as she walks back down the stairs. Must remember to buy matches.

***

But still, she forgets.

Question

1. Look at lines 3–6.
Look at the first two sentences.

(a) Give one example of a modal verb.

.... [1]

(b) Give one example of a relative pronoun.

.... [1]

(c) The third sentence is a long sentence consisting of several short clauses. Why has the writer chosen to structure the sentence in this way?

.... [1]

8. Look at lines 32–34.
Why does the writer use an ellipsis (…) here?

.... [1]

Text 7 / April 2023 Paper 1 (Text A)

Text A

Birdwatching* holidays for beginners

You've got your binoculars* and your boots and you're buzzing to begin! A birdwatching holiday is a fantastic way to discover new birds. However, it can be hard to decide on the best birdwatching holiday for you. Here are some questions to help you.

Where do I want to go?

We offer a selection of birding tours that take place in different locations around the world. Do you want to start off your new hobby somewhere close to home or would you prefer to go further away – possibly even abroad?

How long a trip do I want?

Birdwatching trips can range from a one-day to a month-long tour. If you're a complete beginner, you may choose to start with a short trip of a day or two. But perhaps you would still prefer to dive straight in with a longer visit? Both have advantages – it all depends on what you're looking for.

How much travelling around do I want to do?

Some tours are aimed at helping you see as many different or unusual birds as possible on your trip. This can mean visiting many different natural habitats in the same day – a lake, mountains, a forest or the coast. Dashing from one to the next can be exhilarating but exhausting. If that sounds too stressful, then choose a birdwatching holiday that is centred on one place where you can study the local birds in detail.

What else do I want to do while I'm there?

Some birdwatchers want to spend all of their time behind their binoculars. Then again, others might prefer some time to explore the local area. For those, we offer optional trips to places of cultural interest. If you want more information, don't hesitate to talk to the trip leaders. After all, they know the best places to see and are always happy to help with arrangements.

Glossary
*birdwatching: the hobby of observing birds in the wild
*binoculars: special glasses for looking at something far away

Question (Grammar)

1. Look at lines 3–10.

(c) Give one example of a relative pronoun

.... [1]

Question (Punctuation)

3. Look at lines 16–22.

(a) What punctuation mark could replace the dash (–) in this paragraph?

.... [1]

Question (Grammar)

5. Look at lines 23–28.

(b) Look at line 25. Why has a modal verb been used here?

.... [1]

Text 8 / April 2023 Paper 1 (Text B)

Text B

Mozart is famous for writing music. Something that he is less well-known for is his unusual pet – a starling*!

Mozart was born in Austria in 1756. Despite dying at the young age of thirty-five, he still wrote over six hundred pieces of music. His final opera*, The Magic Flute, includes a character named Papageno, who attracts birds by playing tunes on his flute. A quiet little man with a good heart, Papageno only wants one thing: to find a partner for life – just like starlings do!

As a child, Mozart was a true musical prodigy*. At the age of seven, he was playing in concerts all over Europe and by the time he was twelve, he had written three operas.

When he was twenty-five, Mozart moved to Vienna. One day, he was walking past a pet shop near his home when he heard a bird singing a tune similar to one that he had written himself. 'That is amazing!' he thought and so he bought the bird – a starling – and took it home as a pet. 15

We'll never know who came up with the melody first, but it is a well-known fact that starlings can copy the songs of other birds. Perhaps Mozart's tune was whistled by someone walking past the pet shop… it may even have been Mozart himself!

Glossary
*starling: a kind of bird
*opera: a play set to music
*prodigy: a young person with an amazing talent

Question (Grammar)

8. Look at lines 4–11.

(b) The text is mainly in the past tense. Why is the present tense used in the second paragraph?

…… [1]

(c) Find an adverb which, as used in this text, means exactly.

…… [1]

Question (Punctuation)

9. Look at lines 12–18.

(a) What is the purpose of the dashes (–) here? Tick **one** box.

to add a detail ☐

to add a meaning ☐

to add a comment ☐

to add an explanation ☐

[1]

Question (Grammar)

9. Look at lines 12–18.

(b) Give one example of a passive verb form from this section.

.... [1]

Text 9 / April 2023 Paper 2

Text for Section A, an extract from The Good Thieves by Katherine Rundell.

Vita's grandfather lives in another country. He has a problem, and Vita and her mother have come to help.

Vita set her jaw and nodded at the city in greeting, as a boxer greets an opponent before a fight. She stood alone on the deck of the ship. The sea was wild and stormy, casting salt spray thirty feet into the air, and all the other passengers on the ocean liner, including her mother, had taken sensible refuge in their cabins.

But it is not always sensible to be sensible.

Vita had slipped away and stood out in the open, gripping the rail with both hands as the boat crested a wave the size of an opera house. So it was that she alone had the first sight of the city.

'There she is!' called a deck hand*.

New York climbed out of the mist, tall and grey-blue and beautiful; so beautiful that it pulled Vita forwards to the bow of the boat to stare.

*****

They took a cab from the docks. Vita's mother carefully counted out a handful of coins, and gave the driver the address. 'As close as we can get for that, please,' she said, and he took in her carefully mended hems* and nodded.

When the money ran out, they walked. They went as fast as Vita could go, suitcases in hand.

'There!' said Vita's mother. 'That's Grandpa's flat.'

'It all looks very … smart,' said Vita. 'Are you sure this is the place?

'I'm sure,' said her mother. 'He's on the top floor, right under the roof. It'll be a squeeze, but it's not for long.' Their return ticket was booked for three weeks' time.

'Come on!' Her mother's voice sounded unnaturally bright. 'Let's go and find him.'

The lift was broken, so Vita half ran up the stairs to Grandpa's apartment, jerkily, ignoring the pain in her left foot. She came to rest, breathless, outside the door.

*****

Vita's mother came, panting, up the final flight of stairs. She opened the door, and Vita went tearing down the hall.

'Grandpa!'

'Rapscallion!' He stood and Vita hurled herself into his arms, and he laughed, winded by the impact.

'Julia,' he said, as Vita's mother came in, 'I only got your telegram three days ago, or I would have stopped you–'

Vita's mother shook her head. 'Just try to hold us back, Dad.'

'It's good to see you. But there was no need.'

Julia pushed Vita towards the door. 'Go and find your room, darling,' she said.

'It's the one at the end of the corridor,' said Grandpa. 'More of a cupboard than a room, I'm afraid,' he said, 'but the view is very fine.'

Vita went slowly down the corridor, her suitcase in hand. She noticed how the floorboards squeaked; how the paint peeled from the wall. She pushed at the door. It stuck; she kicked it with her stronger foot. It flew open scattering thin shards of plaster.

The room was so small she could practically touch all four walls at once, but it had a window looking out over the street. Vita sat on the bed and tried to think.

Question (Grammar)

4. Look at line 9.

How does the structure of this sentence grab the reader's attention? Give two ways.

- ……………………………………………………………………………………………
- ……………………………………………………………………………………………

[2]

8. Look at the first sentence in line 19.

Give the main clause.

…………………………………………………………………………………………… [1]

Question (Punctuation)

9. Look at lines 21–22.

(a) Why is an ellipsis (…) used?

…………………………………………………………………………………………… [1]

(b) What does this tell us about how Vita is feeling?

…………………………………………………………………………………………… [1]

Text 10 / 2023 Progression Test Paper 1 (Text A)

Text A

The Titanic

The Titanic was the world's largest passenger ship of its time but it sank after hitting an iceberg* during its first voyage in 1912.

The Titanic, which was built in Belfast, Northern Ireland, was the most impressive and luxurious ship of her time. She was the biggest, too, measuring 28 metres wide, 53 metres tall and 269 metres long – that's about the length of three football fields! After three years in construction, the ship was ready for the ocean by the end of March 1912.

On 10 April 1912, the Titanic set out on her maiden voyage across the Atlantic Ocean. As she set sail, the Titanic had 900 crew members and over 1300 passengers. These included holiday-makers, businessmen and people who wanted to start a new life in the US.

Life on board the Titanic depended on who you were and how much money you had. Wealthy people travelled in first class, located at the top of the ship. They enjoyed delicious food in an elegant dining room and had access to lots of facilities. Second-class accommodation consisted of cabins with two or four beds, limited storage, a sink and a mirror. Second-class passengers could also enjoy a library and a nice restaurant. The third-class facilities, at the bottom of the ship, were much more basic. Cabins there held up to ten people and food was served three times a day in a simple dining room. The big downside was that all 700 passengers had to share two bathtubs!

Around midnight on day five of her maiden voyage, an iceberg loomed out of the darkness. Too big to quickly change direction, the Titanic scraped along the ice, tearing holes in her side. The captain and crew knew that the collision meant the Titanic would sink in just hours. At around 2 a.m. the vessel broke into two, sending everyone still on board into the freezing water. There were only enough lifeboats to hold around half the people on board. More than 1500 people lost their lives on the Titanic that fateful night.

Glossary

*iceberg: a floating mountain of ice

Question (Grammar)

1. Look at the first paragraph (lines 5–9).

(a) Give one example of a passive verb form?

.... [1]

4. Look at the third paragraph.

(a) Give one abstract noun from the first sentence.

.... [1]

Question (Punctuation)

4. Look at the third paragraph.

(c) Give one example of a sentence with parenthetic commas (, ,).
Write the whole sentence.

....

.... [1]

Text 11 / 2023 Progression Test Paper 1 (Text B)

Text B

The Titanic Quarter – Belfas

Yesterday, I visited the part of Belfast known as the Titanic Quarter, and it was a magnificent experience! My visit started with Paul, who is one of the most well-informed guides I've ever met, and whose knowledge of facts relating to the famous ship is simply remarkable. First of all, he walked our group all around the outside of the beautiful building the Titanic Museum is set in, and explained its architecture and link to the Titanic.

It seems only right that Belfast gets to tell its part in the ship's story. In the museum itself, every little detail from the ship's design to its sinking has been covered. It really immerses you, both in the extent of the human tragedy and the industrial history of the era.

As well as the information boards and films, there are plenty of interactive screens that bring the whole story to life. There's a lot to read – perhaps some of the display boards could have larger print as they're difficult to see if there are too many people around. Among the items on display is the range of tableware that each class of passenger on the ship used.

The Titanic Quarter's definitely worth a visit. The tours are sensibly priced, giving great value for money. Make sure you pop into the restaurant for a bite to eat before you leave. It serves quality local Irish dishes. And if you're anything like me, you'll probably want to go home and watch the Titanic film all over again!

Question (Grammar)

7. Look at the first paragraph.

(a) Give one relative pronoun.

.... [1]

10. Look at the fourth paragraph.

(a) Look at the second sentence. Give the subordinate clause.

.... [1]

Text 12 / 2023 Progression Test Paper 2

Text for Section A, an extract from The House of One Hundred Clocks by A. M. Howell.

Helena grasped the bars of the domed birdcage resting on her lap until her fingers ached. Mr Westcott was staring into the cage with an odd kind of intent that danced a shiver across the back of her neck. His rake-thin frame leaned forward across the desk, his eyes narrowing. ‘You omitted to say in your acceptance letter that you were bringing…a…bird,’ he said, his cheeks tightening as he glanced first at Helena’s father, and then at Helena.

Mr Westcott’s sister stood beside him in a high-waisted silk dress the colour of peaches, her gloved hand resting on the back of his chair. They had the same small sapphire blue eyes. Miss Westcott’s eyes were crinkling into a smile as they looked at Helena. Mr Westcott’s were not.

Helena’s skin bristled as she glanced at her father, who was sitting bolt upright in his chair, his shoulders taut.

‘Jack and Jill went up the hill. Pail of water. Snicker-squawk!’

Mr Westcott’s forehead furrowed at the bird.

‘Shush,’ Helena murmured, reaching through the brass bars and running a finger down her parrot’s shimmery green-blue tail feathers. Mr Westcott had called her mother’s parrot ‘a bird’. Except he wasn’t just any old bird. Orbit was a Blue-fronted Amazon. It was important Mr Westcott knew that, but Helena sensed now was not quite the right time to give him a lesson on exotic creatures.

Miss Westcott’s eyes twinkled. ‘What an amusing parrot,’ she said in a sing-song voice.

‘My sincere apologies, Mr Westcott. And to you too, Miss Westcott,’ Helena’s father said, throwing Helena a look which she interpreted to mean, Keep that parrot quiet or else. He pulled at his close-clipped beard. ‘There was so little time, and you made it clear in your correspondence that you were in urgent need of a timekeeper and clock conservator. Wherever my daughter Helena goes, her parrot goes too.’

Mr Westcott stood up to turn and face a large window, which overlooked Trumpington Street and beyond, to a tapestry of colour blooming behind the railed gardens of a university college. He folded his arms and a small huff expelled from his mouth. Noises from outside carried through the glass. A horse and cart rumbling. The pounding of children's footsteps and peals of laughter. Bicycle bells clamouring. Helena closed her eyes for little more than a blink – long enough to imagine herself outside in the fresh air and out of the oppressive wooden room, where everything seemed dull and dusty.

'Oh, brother dearest,' Miss Westcott said lightly. 'What harm will a parrot do?'

Helena frowned. Mr Westcott did not seem too fond of birds, but at least his sister was a trifle more amenable. Memories of Orbit's arrival four years ago sprang into her head. Father had gladly spent more than a month's wages on the parrot as a birthday present for her mother. The shopkeeper had suggested a fancier (and more expensive) parrot with golden plumage, but Mother would not be dissuaded. 'Thank you, sir, but I do not desire this parrot for his looks, it is his voice and personality that amuses me. I have a feeling he will be the perfect addition to our small family,' her mother had said with a broad smile. And she had been right.

Question (Grammar)

1. Look at lines 3–14.

(d) Look at lines 6–8.

Give one:

Preposition: ....

Connective: .... [2]

Question (Punctuation)

1. Look at lines 3–14.

(e) Why is an ellipsis (…) used?

.... [1]

Text 13/ April 2022 Paper 1 (Text A)

Text A

Are you cut out for space?

Want to be an astronaut? Of course you do. Who wouldn't want to float around in space, gazing back at our gorgeous blue planet in the distance and zooming to work on a speeding rocket? But it can be tough out there. Have you got what it takes to fly in space?

What is an astronaut?

It sounds a ridiculously easy question. An astronaut is someone who flies in space, right? Well, yes – but it's pretty difficult to say where space actually starts. If you fly straight up from Earth, you'll get to space eventually. But before you do, there's a blanket of gases (the Earth's atmosphere) which gets thinner until it fades into nothing. After that, you're in space. But because the gases fade out gradually, it's hard to say where the Earth's atmosphere ends. So, scientists have invented an imaginary line – the Karman line – 160 kilometres above the Earth. That's where space officially starts. Get past that line and you can think of yourself as an astronaut.

Into space

But getting to the Karman line is a problem. Not many people have spaceships, as they're the most expensive form of transport there is. Luxury cars like Rolls Royces? Private jets? They're dirt cheap compared to your average spacecraft.

Who's paying?

To get a ride into space, you'll have to do one of these things:

- work for a government space agency

Government space agencies are the number one employers of astronauts.

- become a billionaire…

With eye-watering sums of money, you can go into space as a tourist.

- …or just work for one

Be a pilot for one of the few billionaires with their own space travel company and you could fly the rich to space!

- win a competition

Some people have won tickets into space. But none of them have flown yet, so don't hold your breath.

Question (Grammar)

3. Look at this sentence: 'If you fly straight up from Earth, you'll get to space eventually.' (Line 7)

What is the sentence above an example of? Tick **one** box.

an imperative ☐

a past verb form ☐

a conditional ☐

a passive verb form ☐

[1]

Question (Punctuation)

4. Look at these two phrases:

'…there's a blanket of gases (the Earth's atmosphere) which gets thinner until it fades into nothing.' (Lines 8–9)

'…scientists have invented an imaginary line – the Karman line – 160 kilometres above the Earth.' (Lines 10–12)

(a) Why have brackets and dashes been used in these phrases?

……… [1]

(b) What effect does the writer achieve by using dashes instead of brackets?

……… [1]

Text 14 / 2022 Progression Test Paper 1 (Text A)

Text A

Gerald Durrell was a famous naturalist. As a child, he collected lots of different animals. Kokino, a local fisherman, liked to help him. In this autobiographical account, Gerald tells us about one very exciting day.

One morning, I was looking through a pile of seaweed and Kokino came over to help me. There was the usual assortment of squids the size of a matchbox, crabs and tiny fish. Suddenly, Kokino picked something out of tangled seaweed and held it out to me. I could hardly believe my eyes, for it was a seahorse*. Browny-green, it lay on Kokino's hand, gasping, with its tail coiling and uncoiling frantically.

Hurriedly, I snatched it from him and plunged it into a jar which was full of sea water. To my delight it righted itself*, its tiny fins fluttering. Feverishly, I scrabbled through the rest of the weed. I was soon rewarded, for in a few minutes, I had six seahorses in the jar.

Thrilled by my good luck, I raced back to our villa. I knew that the oxygen in the jar would not last long and, if I wanted to keep them alive, I would have to move quickly. Carrying an aquarium*, I ran down to the sea again, filled the bottom with sand and dashed back to the villa with it; then I had to run down to the sea again three times with buckets to fill it up with the required amount of water. I began to wonder whether the seahorses were worth all this trouble.

But as soon as I tipped them into the aquarium, I knew that they were. I had anchored a small, twiggy branch in the sand, and as the seahorses plopped out of the jar they righted themselves and then they sped round and round the aquarium, their fins moving so fast that you could not see them. After that, they all made for the branch, wrapped their tails round it lovingly, and stood there gravely at attention. The seahorses were an instant success with all the family. Even Larry used to watch them zooming and bobbing around their tank.

*Glossary
seahorse – a small fish that swims in an upright position and has a head like a horse
righted itself – turned the right way up
aquarium – a glass tank for keeping fish

Question (Grammar)

4. Look at the second paragraph (lines 7–10).
What does it replace in the first sentence? Tick one box.

jar ☐

hand ☐

seahorse ☐

sea water ☐

[1]

Question (Punctuation)

6. Look at lines 13–15.

Why has a semi-colon (;) been used in this sentence?

.... [1]

Text 15 / 2022 Progression Test Paper 1 (Text B)

Text B

The Children's Guide to Nature-watching

Urban environment

Towns and cities can be great places for watching wildlife. In some places, they are even better than the surrounding countryside because parks, gardens and waste ground provide a range of habitats that may no longer exist elsewhere in the area.

In general, if you are looking for wildlife in towns and cities, try to find the oldest, untidiest places. Neat, modern places have less wildlife. Lakes in city parks, and rivers running through towns, are great for birds, and you may even see dragonflies, ducks or frogs there.

Buildings

Some urban wildlife, from nesting sparrows to bats and sometimes even hedgehogs, depends on buildings. Some birds may roost in towns in winter because it's warmer there than in the countryside. Tall buildings can also provide nesting sites for birds of prey, kestrels for instance, and seemingly empty corners of building sites can have all sorts of insects and wild flowers. Even cracks in pavements or walls will be colonised by wild flowers. Don't think of them as just weeds – they are a valuable food source for many insects.

Enjoy life

The key for the urban wildlife watcher is just to keep your eyes open. And when you spot something, try to find out a bit about it and enjoy it for its own sake. It's alive, it's here and it's fascinating!

Question (Grammar)

12. Look at the first and second paragraphs (lines 1–8).

(b) Give one superlative adjective.

.... [1]

Question (Punctuation)

13. Look at the third paragraph (lines 9–15).

b. Why have commas (,) been used in this sentence? Tick one box.

.... [1]

to add a comment ☐

to give an example ☐

to separate items in a list ☐

to give the writer's opinion ☐

[1]

Question (Grammar)

13. Look at the third paragraph (lines 9–15).

(c) Give one passive verb form from the third paragraph.

.... [1]

Text 16 / 2022 Progression Test Paper 2

Text for Section A, an adapted extract from Shadowsea by Peter Bunzl

First there was darkness.

Then patches of watery green light.

Then fish, whole schools of them. With luminous fins bright as knives, glowing scales that shimmered like armour.

They swam past the shadow of a submarine base.

The base was the shape of a giant rusted wheel, with spokes that ran from the exterior to its centre. Parts of it were unfinished – the ties that bound it to the seabed still under construction. Rising from the hub was a tower.

Through the tower's only porthole, a blond boy of thirteen with bright, inquisitive eyes could be seen sitting on the cabin floor. The boy was humming a tune to himself – a tune that matched the buzzing in the walls – as he worked on a miniature wagon. Jar lids made up the wagon's wheels, flattened cans its carriage. It had pencils for axles and wire for its yoke*.

When he was done, the boy plucked a white mouse from his pocket and tied it to the wagon. He placed the mouse on the floor and it tottered forward on tiny red paws, pulling the wagon behind it.

After a moment it broke into a run, skittering beneath a table, where two adults, a man and a woman with the same blond hair and inquisitive eyes as the boy, sat working.

The boy chased the mouse under the table and followed it out the door.

Hot on its heels, he ran down the passageway.

The mouse crossed grates and vents and wove beneath pipes, sticking close to the walls. It clattered its cart past damp bulbous diving suits that stank of the sea, tumbled across galleys and mess halls where crew members sat eating.

Still the boy chased it.

Finally, it ran through a crack where a door stood slightly ajar.

In the room beyond, row upon row of mice scrabbled about in cages.

The white mouse stopped in the centre of the spotless floor.

The boy crouched, mouth half-open, stretching out a hand to pick it up.

A swish of a skirt.

A shiny leather shoe stepped across his path.

The boy glanced up. ‘Hey, Aunt Matilda!’

A gaunt-faced woman with short slicked-back hair, wearing a white lab coat and goggles pushed back on her head, was putting on a pair of rubber gloves. ‘That’s Professor Milksop to you.’

Professor Milksop scooped up the mouse and dropped the cart unceremoniously on the floor. ‘This rodent’s valuable. You should never have taken it from the lab.’

‘He looked sad,’ the boy said. ‘I named him Spook, on account of his colouring. He looks like a Spook*, don’t ya think?’

The boy glanced at the mouse, scrabbling in the professor’s hand.

It squeaked softly.

‘Don’t be naming them,’ the professor said. ‘Name a thing and you start to have feelings for it.’

‘Go back to your quarters now, Dane. You shouldn’t be here.’

The professor kicked aside the cart and headed for a second, lead-lined door at the end of the room.

*Glossary
yoke: used to attach an animal to a cart
spook: ghost

Question (Grammar)

3. Look at lines 1–8.

(c) Match each word to the correct word class, as it is used in lines 1–8.

bound
from
giant
ties
still

adjective
adverb
noun
preposition
Verb

[3]

Question (Grammar)

4. Look at lines 9–16.

(a) Why are dashes (–) used in this part?

.... [1]

Text 17 / October 2021 Paper 1 (Text B)

Text B

Trees are extremely important for our world. They provide wood for all sorts of things and pulp for making paper. Many trees produce fruits and nuts. Trees also provide habitats for insects, birds and other animals. Even the sap* of trees is useful as food for insects and for making maple syrup. Most importantly, trees also help to keep our air clean. We breathe in oxygen and breathe out carbon dioxide. Trees do the opposite. They breathe in carbon dioxide and breathe out oxygen. So, humans and trees are perfect partners!

There are two main types of tree: deciduous and evergreen. Deciduous trees lose all of their leaves for part of the year. In cold climates this happens in autumn, so the trees are bare throughout the winter. In hot and dry climates, deciduous trees drop their leaves during the dry season. Evergreen trees do not lose all of their leaves at the same time. They lose their leaves gradually, with new ones growing to replace the old. A healthy evergreen tree is never completely without leaves.

The part of a tree which is made up of the leaves and branches is known as the crown. Tree crowns come in many shapes and sizes. Not only does the crown shade the roots, it also collects energy from the sun and allows the tree to remove excess water to keep it cool. It is very important for trees to have a healthy crown as it is their leaves that keep the tree – and the whole wide world – healthy.

Glossary
sap – the liquid inside trees

Question (Punctuation)

15. Look at this sentence: ‘There are two main types of tree: deciduous and evergreen.’ (Line 8)

Why is a colon (:) used in the sentence above? Tick one box.

to add extra information ☐

to offer an example idea ☐

to connect two sentences ☐

to present a different idea ☐

[1]

Text 18 / October 2021 Paper 2

Text for Section A, an extract from ‘Moon Bear’ by Gill Lewis

On cool winter evenings when the rain would funnel up from the valleys and spit and fizzle in the fire, I’d pull a blanket around me and sit close to Grandfather.

‘Tell me the story of Naam-peng,’ I’d say.

Grandfather would smile. ‘Naam-peng? Who’s he?’

‘Naam-peng, the bravest bee.’

‘Pah!’ Grandfather would say. ‘He was only a small bee. Hardly worth a mention.’

‘Please tell me,’ I’d beg.

‘Long, long ago,’ Grandfather would begin, ‘when the world was bright and new, a Great River came flowing down from the White Mountains. The river brought forests filled with tigers and elephants, moon bears and sun bears, clouded leopards and marbled cats, mousedeer and macaques and weaverbirds and … so many animals!

‘These forests reached up to the sky and caught the rain clouds in their branches, and soon there were many rivers flowing into the Great River, all of them teeming with fish.’

‘But a monster came, didn’t it?’ I’d say. I loved this part.

Grandfather frowned and nodded. ‘But one day a monster came. Tam-laai came in the dark before the dawn, striding through forests, eating the animals and trees, then spitting out bones and pith onto the ground. He devoured anything and everything in his path. The animals ran and flew and swam for cover deeper into the forests, but still the monster came, tearing up the ground and drinking up the Great River so it became no more than a trickle, and the fish were left flapping and dying in the mud. By the end of the day, there was only a straggle of trees clinging to one small mountain.

‘“Please leave us this forest,” the animals squawked, and hooted and barked and squeaked. “It is all we have left.” But still, the monster was hungry. He pulled himself up to his full height ...’

When Grandfather got to this part, I would stand up and flap my blankets, throwing giant shadows out behind me. I’d take a deep breath and roar, ‘I am Tam-laai and I dare anyone to stop me.’

Grandfather would pretend to cower. ‘All the animals hid. Not even the tiger or the bear were a match for this monster. But just then a small bee flew out from the forest and buzzed in front of Tam-laai’s face.

‘“I am Naam-peng,” said the bee, “and I will stop you.”

‘The monster caught Naam-peng in his paw and threw back his head and laughed. “You?” he cried. “You are so small. Your sting would be no more than a pimple on me. You are nothing, little bee, nothing. It was not your bravery that brought you here but your stupidity. Is there anything you wish to say before I crush you with my paw?”

‘Naam-peng quivered in fright but he looked the monster in the eye.

‘“Tam-laai ...” he said.

'"Speak up," roared the monster. "I can hardly hear you."

'"Turn around," said Naam-peng.

'"Turn round? Me?" snorted Tam-laai.

'The monster turned.

'Before him swirled a huge black cloud. A storm of angry bees filled the whole sky, from end to end, blotting out the sun.

'Tam-laai crumpled to his knees.

'"I may be small," said Naam-peng, "but I am not alone. Did you not hear the bees?"'

Glossary
to cower: to move away in fear

Question (Punctuation)

10. Look at this sentence: 'He pulled himself up to his full height …' (Lines 26–27)

(b) Why is an ellipsis (…) used in the sentence above? Tick one box.

to show that the story has been interrupted ☐

to emphasise the information given ☐

to allow Grandfather to think what happens next ☐

to signal the next part of the story ☐

[1]

Text 19 / April 2021 Paper 1 (Text A)

Text A

Robots rule!

News for Kids (NfK) gets a sneak peek of a new robot exhibition in Chicago, Illinois.

By News for Kids reporter Peter Shaw

*****

Bionic robots! Furry robots! Robots that can play football, ride a bike and climb walls! You can see them all at a new exhibition called Revolutionary Robots, at the Lincoln Institute in Chicago, USA.

The exhibition, which opened on October 8, shows what some remarkable robots can do. As I entered the exhibition there were robots and humans there to greet me. I even got to meet a robot named SYRA. SYRA was able to copy the exact look on my face when I saw the exhibition for the first time.

Paul Watson, head of the Lincoln Institute, welcomed visitors. 'I promise you, you'll have fun here!' he said. But he stressed that robots are not just toys. 'Robots are going to be a big part of our lives,' he told NfK. 'You can see how they're helping people already.' Rupert the Robot, for example, is used in hospitals to help patients with different needs. This furry robot feels warm and reacts to touch, and people find this comforting.

It wouldn't be the Lincoln Institute without loads of hands-on activities. I got to challenge a robot named Dexter to a game of tick-tack-toe*. Believe it or not, after a very quick game, it was actually Dexter who won!

In another area of the exhibition, I saw robots playing football. It was an amazing sight. Scientists expect robots to be able to play, and win, a real football game against humans by 2050. Who knows what other fantastic things robots will be able to do by then!

Glossary
tick-tack-toe: a game also known as noughts-and-crosses

Question (Punctuation)

3. Look at lines 7–10.

Why are commas (,) used? Tick one box.

to explain what an exhibition is ☐

to give an example of an exhibition ☐

to add extra details about the exhibition ☐

to emphasise how important the exhibition is ☐

[1]

Question (Grammar)

4. Look at lines 11–16.

(b) Sometimes a speaker's exact words are used. Sometimes reported speech is used.

Give one example of direct speech from the third paragraph.

……………………………………………………………………………………………………

Give one example of reported speech from the third paragraph.

……………………………………………………………………………………………………

[2]

(c) Give one example of a passive verb form used in lines 11–16.

……………………………………………………………………………………………………

[1]

Text 20 / April 2021 Paper 2

Text for Section A, an extract from 'The Infinite Lives of Maisie Day' by Christopher Edge

Maisie Day is a girl who has just woken up at home on her tenth birthday.

******

It's my birthday.

Jumping down from my bed, I pull open the curtains and sunlight floods into my room. Through the window I can see the gazebo* that Mum and Dad have bought for my birthday party laid out across the lawn* beneath protective plastic sheets, just waiting now for Dad to put it up.

I can't stop myself from grinning. Today is going to be the best day ever. I'm ten years old.

Maybe now that I'm ten, Mum and Dad will let me go to the shops on my own or even stay up late, just like Lily. Lily's my older sister. She's fifteen years old.

Pulling on my dressing gown over my pyjamas, I head down the stairs. The house is so quiet. Usually Dad's already in the kitchen by now, noisily cooking up one of his Saturday-morning fry-ups, while Mum sits at the kitchen table reading the newspaper.

I turn right at the bottom of the stairs, heading down the hallway and into the kitchen. Beneath my bare feet, the black-and-white tiles covering the floor feel freezing cold. I shiver. The kitchen table is deserted, the cooker standing silent as the empty work surfaces gleam. There's nobody here.

I peer through the patio doors* that lead out into the back garden, wondering for a second if Mum and Dad have sneaked out there to make a start on putting up the gazebo for my party later today, but there's nobody there either.

The living room is just as empty as the kitchen, the TV switched off and not a cushion out of place on the sofa. I'm not surprised that Lily's not up yet, as she doesn't usually surface until after ten at the weekend. It's all to do with the fact she's a teenager and the hormones in her brain that make her sleep late. Maybe that will start happening to me now that I'm ten. Now that I'm ten, everything might change.

I've done a circuit of the downstairs now: hall, kitchen, living room and back to the hall. If Mum and Dad really are hiding somewhere ready to give me a birthday surprise, then they're running out of rooms. Our house really isn't that big.

Standing at the bottom of the stairs, I call out again.

'Mum! Dad! This isn't funny. Where are you?'

The excitement I felt when I sprang out of bed has now turned into a nagging sense of worry. I race up the stairs, two steps at a time, wanting this stupid game of hide and seek to be over already.

Back on the landing, I glance towards the second flight of stairs that lead up to Lily's room in the attic. A NO ENTRY sign is stuck to the wall at the bottom of the stairs and beneath this Lily has written 'NO SISTERS ALLOWED'.

She means me.

I wouldn't normally dare to go anywhere near Lily's room on a Saturday morning. Her rage can be positively volcanic if her weekend lie-in is disturbed. But this isn't a normal Saturday. It's my birthday and I want to know where everyone is.

Glossary
gazebo: a small tent-like building in a garden
lawn: area of grass in a garden
patio doors: large, glass doors

Question (Grammar)

3. Look at lines 14–17.

(b) What effect does the writer create by using a short sentence in line 16?

.... [1]

Question (Punctuation)

6. Look at lines 27–35.

(a) What is the purpose of the colon (:) in the first sentence of the paragraph?
.... [1]

(b) What is the purpose of the commas (,) in the first sentence of the paragraph?
.... [1]

Text 21 / 2020 Sample Test Paper 2

Text for Section A, an extract from 'Flambards' by K. M. Peyton.

Christina Parsons, a teenage orphan, has been sent to live with her Uncle Russell. The house is called Flambards. In this text, Christina arrives at Flambards to find that her cousin William has been in an accident.

******

'This is Flambards, miss.'

Some big chestnut trees lined the long drive: a great heap of rotted leaves lay tumbled below, with burst conkers* all over the gravel, their shells shrivelled like little brown oranges. The man stopped the horse in front of the door, and helped Christina down. Nobody seemed to be waiting for her.

'I'll' carry your trunk into the hall, miss. Go in. The door will be open.'

Christina crossed the porch which was full of muddy boots, and anxiously pushed opened the door. She found herself in a big, cold hall. A thin, worn looking woman, obviously a servant, was coming through a doorway on one side to greet her, and in the doorway on the other side a man on crutches appeared suddenly, giving Christina a start.

'Is it William?' he said. Seeing Christina, he added, 'Oh, no, it's you.'

'It's Miss Christina, sir' said the woman.

'Yes, well – see to her,' the man said shortly – very rudely, Christina thought.

She looked at him curiously, having heard so much of Uncle Russell, and found him not unlike she had imagined: a big, but shrunken-looking man, with heavy shoulders and long, spindly legs, he was wrinkled, with a flattened, broken nose and very fierce eyes. I shall keep out of his way, she thought, but said politely, 'How do you do, Uncle', but he took no notice.

'Tell me when William comes,' Russell said to the woman, but the man, coming in with Christina's trunk said, 'The carriage is coming up the drive now, sir, and Dr Porter's right behind.'

Through the open door the scrunch of several lots of hooves could be heard. The woman said quickly to Christina, 'I'll see you in a minute, miss. Everything's happening at once, Mister William's had an accident.'

Christina shrank back as everyone went to the door. The thin-faced servant turned and said, 'Come along, I'll show you to your room.' She pointed down the corridor, 'That's your room. Last door on the left.'

Christina walked down the corridor and opened the door. At first glance it looked charming, much prettier and bigger than any room she had ever been given before. However, on closer inspection, it was shabby. The wallpaper, a close design of pink and brown flowers was faded, the washstand china was chipped, and the patchwork quilt all coming apart. The general effect, though, was pretty and homely, with a big window looking out over the garden. There was plenty of furniture, a big wardrobe, a dressing table and a carpet on the floor. Her trunk stood at the foot of the bed. She opened it and started to put her things away, leaving out a navy blue dress to change into for dinner. She did not fancy going down to Uncle Russell. She took as long as she could about washing and changing, and became painfully aware that she was very hungry indeed. She had no alternative but to go downstairs.

Glossary
a conker: a kind of nut

Question (Punctuation)

5. Why has the writer used a colon (:) in line 16?

.... [1]

Question (Punctuation)

9. Look at lines 29–40.

(a) Give two comparative adjectives.

- ....
- ....

[2]

(b) Give one example of a passive verb form.

.... [1]

Text 22 / October 2020 Paper 1 (Text A)

Text A

Should a child over nine years old choose their own bedtime?

This is not a simple question. One side will argue that science proves children need a lot of sleep. The other side will say that children have to learn to take care of themselves, and giving them the responsibility for choosing their bedtime is an important step.

Those in favour of a child choosing their own bedtime believe a child should learn to set their own day-to-day routine. In fact, many teenagers argue that they are the ones who understand their daily timetable best. So, bedtime should be their decision. Supporters are adamant this teaches young people self-discipline – a vital life skill, in their opinion.

Many children also point out that they would be less stressed about studying in the evenings if they could choose their own bedtime and adjust it to suit their workload. In addition, they would have time each evening to talk to their families. Supporters also say that children do know when they are tired and can manage tiredness by deciding when it's bedtime. Moreover, children become independent and develop a trusting relationship with their parents. The result of this is fewer family arguments.

On the other hand, most parents think children make bad decisions about bedtimes. In their opinion, parents judge best what is right for a child and will make sure a child gets enough sleep so they can concentrate appropriately at school.

Scientific research shows that children younger than ten need more than 11 hours' sleep a night to stay healthy and grow; even teenagers need ten hours a night. Consequently, opponents emphasise that tired children become bad-tempered, find daily tasks hard, and are likely to get ill.

Perhaps the best answer is to 'meet in the middle'. If parents set bedtimes during the week, then at weekends or holidays children could choose, giving them more independence and an understanding of how to care for themselves as they grow.

Text 23/ October 2020 Paper 1 (Text B)

Text B

Sleep

Every creature needs to sleep. Babies, elephants, kids, koala bears, grandparents, and hippos in the jungle – they all sleep! Just like eating, sleep is necessary for survival.

What happens during sleep?

Sleep gives your body a rest and allows it to prepare for the next day. It's like giving your body a mini-vacation. Sleep also gives your brain a chance to organise everything. Scientists aren't exactly sure what kinds of organising your brain does while you sleep, but they think sleep might be the time when the brain sorts and stores information, replaces its chemicals and solves problems.

How much sleep do people need?

The amount of sleep a person needs depends on their age. Babies, of course, sleep a lot – about 14 to 15 hours a day! But older people need only about seven or eight hours of sleep each night. Most children between the ages of 5 and 12 years need 10 to 11 hours of sleep.

Did you know?

- Missing one night of sleep makes a person grumpy and clumsy.
- After missing two nights of sleep, a person will have problems thinking and doing things; his or her brain and body won't be able to do simple tasks properly.
- After five nights without sleep, a person will hallucinate. (This means seeing things that aren't actually there.)
- Eventually, without sleep, it becomes impossible for the brain to give its directions to the rest of the body – the brain needs to spend time in bed and catch its ZZZs!

Question (Punctuation)

Question 18 is about both Text A and Text B in the insert.

18. What is the purpose of the dashes (–), used in both texts (Text A, line 8 and Text B, lines 2 and 12)?

.... [1]

Text 24 / April 2020 Paper 1 (Text A)

Text A

Extreme sports

Definition

Extreme sports involve a high level of danger – whether it's jumping from an aircraft, performing daring mid-air flips on a skateboard, or climbing up a vertical rock face. Great speed, height or depth is what makes the sport extreme. To do any extreme sport, a person needs to be strong and skilful; extreme sports push people to their physical and mental limits.

History

Most extreme sports are new sports, but some have been around for a very long time. Rock climbing as a sport dates from the 1880s, but, of course, climbing rocks has been a necessity throughout history for people who live in mountainous areas. Bungee jumping* developed from land diving, which has been done for thousands of years. Tribesmen in Vanuatu use land diving to test the courage of young men.

Equipment

Many extreme sports use specialised equipment designed to keep the people doing them safe. Such equipment may include ropes, helmets, pads and lifejackets. Wearing the right protective gear can prevent serious injuries. The kit needs to be strong enough to withstand the extreme conditions and specific to the needs of each sport.

The 'X Games' is an extreme sports competition that happens twice a year. Athletes from around the world compete for medals, money and prizes. The events can vary, but usually include skiing, snowboarding, BMX biking and skateboarding.

Popularity

Extreme sports are becoming very popular. In fact, activities such as mountain biking and snowboarding are attracting larger numbers every year, whereas fewer people are doing traditional sports like basketball, because taking part in extreme sport gives a person an amazing rush of excitement, and challenges their fears. Moreover, new research shows that people who do extreme sports have better physical and mental health. They become more confident and motivated in their daily lives.

Glossary

bungee jumping: jumping from a great height while attached to a rope

Question (Punctuation)

2. Why is a semicolon (;) used in lines 3–4?

.... [1]

Question (Grammar)

7. Connective words are used to structure the fifth paragraph (lines 17–22). The table below shows why each connective is used.
Complete the table with connectives from the fifth paragraph.

Reason	Connective
to add another idea	Moreover
to give the reason for an idea	
to introduce an opposite idea	
to emphasise an idea	

[3]

Text 25 / October 2019 Paper 1 (Text A)

Text A

Alexander Graham Bell and the invention of the telephone

While experimenting with how to improve the telegraph machine, scientist Alexander Graham Bell came up with a clever idea. He realised that rather than sending a code along an electrical wire, it might be possible to send the actual sound of a human voice.

Bell started to experiment, but lacked the time and skill to make the equipment he needed. So, he engaged the help of Thomas Watson, who worked in a nearby electrical shop. The two became fast friends, and worked together to produce sounds over the 'harmonic telegraph', an early machine for transmitting sound. One day in June 1875, Bell was at one end of the wire while Watson worked on a broken transmitter in another room. By chance, Bell heard the twanging sound of Watson plucking a string coming to him along the wire.

The next day, Bell used the same instrument to transmit the sound of his voice along the wire to Watson. Recognisable voice sounds could be heard but not actual words. Bell and Watson experimented all summer, and in September 1875, Bell completed the documents asking for his first telephone patent*. The patent was granted to Bell on 7 March, 1876. It wasn't until three days later that Bell managed to transmit the first understandable words. The telephone was born!

Bell announced his discovery, first to scientists in Boston and then to a group of influential people in Philadelphia including Brazilian Emperor Dom Pedro II and eminent British physicist William Thomson. The emperor exclaimed, 'My gosh! It talks!' Thomson took news of the discovery to other countries and proclaimed it 'the greatest by far of all the marvels of the electric telegraph.'

By the summer of 1877, the telephone had become a business. The first private telephone exchange was built in Connecticut and the Bell Company was created. Bell was the owner of a third of the company's shares and quickly became a wealthy man.

Glossary
patent: permission to be the only person to sell a new invention

Question (Grammar)

6. Look at this sentence from the third paragraph: 'The telephone was born!' (Line 17) 'Was born' is a passive verb form.

Give two more passive verb forms from the third paragraph (lines 12–17). Write only the verb forms, not the whole sentences

- ……
- ……

[2]

Question (Punctuation)

9. Look at this sentence: 'The emperor exclaimed, "My gosh! It talks!" ' (Lines 20–21)

Why are exclamation marks (!) used in the sentences above?

…… [1]

Text 26 / October 2019 Paper 1 (Text B)

Text B

A short biography of Alexander Graham Bell

Alexander Graham Bell was born on 3 March 1847 in Edinburgh. He was educated there and in London. His father and grandfather were both experts in the art of speaking clearly, and, at the age of 16, Bell himself began researching the mechanics of speech. In 1870, Bell's family emigrated to Canada, and the following year Bell moved to the United States to teach. There, he used a system called 'visible speech', which had been developed by his father, to teach children who could not hear or speak. In 1872, Bell founded a school in Boston to train teachers of the deaf. The school later became part of Boston University, where, in 1873, Bell was appointed professor of vocal physiology.

Bell had been fascinated by the idea of transmitting speech for a long time, and by 1875 had come up with a simple receiver that could turn electricity into sound. Other inventors were working on similar machines, including an Italian-American, Antonio Meucci. Debate continues today as to who should actually be recognised for inventing the telephone.

In 1880, Bell was awarded the French Volta Prize for his invention. With the prize money, he established the Volta Laboratory in Washington. There he continued experiments: in communication, in medical research and in techniques for teaching speech to the deaf. In 1888, Bell was one of the original members of the National Geographic Society; he served as its president from 1896 to 1904.

Question (Punctuation)

18. (a) Why is a colon (:) used in line 17?

.... [1]

(b) Why is a semicolon (;) used in line 19?

.... [1]

Text A

Lewis Clarke: South Pole trek teenager breaks record

A 16-year-old boy has become the youngest person to trek to the South Pole. Lewis Clarke, from Bristol, has spent almost 50 days battling temperatures as low as -40°C and winds of up to 193 kilometres per hour.

The challenge began on 2 December 2013, two weeks after his 16th birthday and finished on 16 January 2014. It brought an end to an expedition which saw Lewis ski for an average of eight hours a day, covering about 29 kilometres, while pulling his supplies behind him on a sled.

His only help has been from experienced polar guide, and expedition companion, Carl Alvey.

Difficulties encountered by Lewis along the way have included blisters*, coughing caused by being at high altitudes and a broken ski. But the cold itself has not fazed him. He admits to being the type of person who wears shorts in winter and much prefers snow to heat.

'I knew it would be hard but it's harder than I ever thought it would be' he said, still 80 kilometres from the end. 'However, I think sometimes about how few people have done this. Only 300 in 100 years. And I'm doing it! That's pretty cool.'

Explorer Sir Ranulph Fiennes was full of praise, calling it a 'great achievement'. Mr Fiennes said he had not travelled along the same route, but the conditions would have been dependent on the weather, avoiding crevasses, and how good Lewis was at skiing.

Lewis's record – for the same coast-to-pole route – was previously held by 18-year-old Sarah McNair Landry, from Canada. Aside from making history, Lewis has raised more than £3,000 for the Prince's Trust, a charity helping young people, through the expedition. His father, Steven, said he was 'incredibly proud'.

Glossary
blisters: a minor foot injury

Question (Punctuation)

7. Look at this phrase: ‘Lewis’s record – for the same coast-to-pole route – was previously held by …’ (Line 22)

Why are dashes (–) used in the phrase above?

……… [1]

Text 28 / April 2019 Paper 1 (Text B)

Text B

Roald Amundsen

Roald Amundsen was born on July 16, 1872 in Borge, Norway. He grew up longing to be an explorer and to follow in the footsteps of his hero, the British Arctic explorer John Franklin. Amundsen became the leader of the expedition which, in 1911, became the first to reach the geographic South Pole. Amundsen also reached the North Pole in 1926, making him the first man to stand at both ends of the Earth.

The Northwest Passage

Amundsen’s first great achievement was in 1903, when he captained a ship that found a route from the Atlantic Ocean, through the ice at the North Pole, to the Pacific Ocean. This passage through the ice had been searched for by many others over the centuries. Amundsen’s ability to navigate and survive this trip was a great accomplishment.

The South Pole

Amundsen set out on his most famous adventure in 1910: his race to the geographic South Pole against a British team led by Robert Falcon Scott. They reached their base camp on Antarctica in January 1911, but it was another ten months before they were able to set out to reach the pole from their camp. Amundsen’s team reached the South Pole on December 14, 1911, a few weeks ahead of Scott’s expedition. It took them 99 days and they travelled for 2,993 kilometres. The Norwegian flag was triumphantly planted at the South Pole to mark this great achievement. Sadly, Scott’s expedition team did not make it back.

Question (Punctuation)

15. ‘Amundsen set out on his most famous adventure in 1910: his race to the geographic South Pole against a British team led by Robert Falcon Scott.’ (Lines 12–13)

Why is a colon (:) used in the sentence above?

…… [1]

Question (Grammar)

17. Look at the phrases below from Text B.

Tick **two** boxes to show which phrases use a passive verb form.

‘He grew up longing to be an explorer …’ ☐

‘… he captained a ship that found a route …’ ☐

‘This passage through the ice had been searched for …’ ☐

‘… to reach the pole from their camp.’ ☐

‘The Norwegian flag was triumphantly planted …’ ☐

[2]

Text 29 / October 2018 Paper 1 (Text A)

Text A

The Aztecs

A powerful civilisation in Mexico over 700 years ago

What was Aztec family life like?

Family life was important to the Aztecs. Within the family, everybody had a role. Husbands generally worked outside the home as farmers, craftsmen or as soldiers. Wives worked at home, weaving cloth for the family's clothes and cooking.

What did Aztec children do?

Surprisingly, by law, all Aztec children had to go to school. At that time in history, girls from many other civilisations were not educated. Aztec boys and girls went to separate schools. Boys learned about farming or learned a craft such as pottery or feather-work. They also learned about their religion, and how to fight. Girls were taught about religion too, and how to cook and make clothing.

What kinds of homes did Aztecs live in?

The wealthiest people lived near the main square in large stone houses. These houses had several rooms and some even had an upstairs. There was a separate room for bathing. Inside the house, the walls were painted in bright colours. Poorer people lived on the edge of the city in simple, undecorated homes made of sun-dried mud. These houses usually had only one big room, which was divided into different areas with no upstairs.

What did Aztec people wear?

There were astonishingly strict rules about clothing in Aztec society. These rules included laws about the decorations and colours people could wear. For example, only the most important people could wear clothing decorated with feathers, and only the emperor could wear a turquoise-coloured cloak.

What was the Aztec diet like?

Maize, a food similar to corn, was a staple. The other typical foods were beans and squash. Besides these, Aztecs sometimes ate fish, honey or snake meat. And the cocoa bean, considered highly valuable by the Aztecs, was made into a chocolate drink.

Question (Punctuation)

9. ‘And the cocoa bean, considered highly valuable by the Aztecs, was made into a chocolate drink.’ (Lines 22–23)

Why are commas (,) used in the sentence above? Tick **one** box.

to emphasise ☐

to give an example ☐

to add information ☐

to list items ☐

[1]

Text 30 / October 2018 Paper 1 (Text B)

Text B

Christopher Columbus

Christopher Columbus is well-known as an explorer. He was born in Genoa, in Italy, in 1451, but later lived in Portugal, where he was taught how to make maps and pilot a ship. He’s famous for discovering America, although it was already populated of course. However, it was Columbus’s voyage that started the exploration of America by Europeans.

Columbus didn’t start out looking for America; it was actually China that appealed to him for its great riches. However, travelling to China on the Silk Road overland from Europe was unsafe, and sailing around Africa to get there took too long. Columbus thought it would be easier to get there by sailing west across the Atlantic Ocean. He believed that China was about 4000 kilometres from Portugal. He was wrong. It is, in fact, 16 000 kilometres away. However, it would still have been a good plan if only America hadn’t been in the way!

Columbus needed money for his voyage. He finally convinced King Ferdinand of Spain to back him, and on August 3, 1492, he set sail. The voyage was long and difficult. At one point, Columbus promised he would turn back in two days if they hadn't found land. In his journal, however, he wrote that he had no intention of turning back.

Then, on October 12, 1492, land was spotted. It was a small island near the coast of America. Columbus called the people there 'Indians' because he thought he'd landed in Asia!

Question (Grammar)

12. Find an example of a passive verb form in the first paragraph.

.... [1]

15. 'He was wrong.' (Line 11)

What is the effect of this short sentence?

.... [1]

Question (Punctuation)

18. The writer thinks it is amusing that Columbus believed he had arrived in Asia. How does the writer show this?

.... [1]

Text 31 / October 2018 Paper 2

Text for Section A, an extract from ‘Matilda’ by Roald Dahl

At two o’clock sharp the class assembled, including Miss Honey, who noted that the jug of water and the glass were in the proper place. Then she took up a position standing right at the back. Everyone waited. Suddenly in marched the gigantic figure of the Headmistress in her belted smock and green breeches.

‘Good afternoon, children,’ she barked.

‘Good afternoon, Miss Trunchbull,’ they chirruped*.

The Headmistress stood before the class, legs apart, hands on hips, glaring at the small boys and girls who sat nervously at their desks in front of her.

‘Not a very pretty sight,’ she said. Her expression was one of utter distaste.

‘What a bunch of nauseating little warts you are.’

Everyone had the sense to stay silent.

‘It makes me vomit,’ she went on, ‘to think that I am going to have to put up with a load of garbage like you in my school for the next six years. I can see that I’m going to have to expel as many of you as possible as soon as possible to save myself from going round the bend.’ She paused and snorted several times. It was a curious noise. You can hear the same sort of thing if you walk through a riding-stable when the horses are being fed. ‘I suppose,’ she went on, ‘your mothers and fathers tell you you’re wonderful. Well, I am here to tell you the opposite, and you’d better believe me. Stand up, everybody!’

They all got quickly to their feet.

‘Now put your hands out in front of you. And as I walk past I want you to turn them over so I can see if they are clean on both sides.’

The Trunchbull began a slow march along the rows of desks inspecting the hands. All went well until she came to a small boy in the second row.

'What's your name?' she barked.

'Nigel,' the boy said.

'Nigel what?'

'Nigel Hicks,' the boy said.

'Nigel Hicks what?' the Trunchbull bellowed. She bellowed so loud she nearly blew the little chap out of the window.

'That's it,' Nigel said. 'Unless you want my middle names as well.' He was a brave little fellow and one could see that he was trying not to be scared by the Gorgon* who towered above him.

'I do not want your middle names, you blister!' the Gorgon bellowed. 'What is my name?'

'Miss Trunchbull,' Nigel said.

'Then use it when you address me! Now then, let's try again. What is your name?'

'Nigel Hicks, Miss Trunchbull,' Nigel said.

'That's better,' the Trunchbull said. 'Your hands are filthy, Nigel! When did you last wash them?'

'Well, let me think,' Nigel said. 'That's rather difficult to remember exactly. It could have been yesterday or it could have been the day before.'

The Trunchbull's whole body and face seemed to swell up as though she were being inflated by a bicycle-pump.

'I knew it!' she bellowed.

Glossary
to chirrup: to make a sound like a bird
Gorgon: a mythical monster

Question (Grammar)

4. 'Everyone waited. Suddenly in marched the gigantic figure of the Headmistress in her belted smock and green breeches.' (Lines 3–4)

(a) What effect does the short sentence create?

.... [1]

13. Look at lines 25–31.

(b) 'That's it,' Nigel said.

Write the sentence above as reported speech.

.... [1]

Text 32 / April 2018 Paper 1 (Text A)

Text A

Penguins

Penguin habitat

Penguins are found in many areas in the southern hemisphere. Most people think they only live in very cold climates like the icy continent of Antarctica, but they also live in milder areas like the Galapagos Islands, Australia and South Africa. There are 17 species of penguin. It is the larger species, such as the Emperor penguin, that live in the colder climates.

Penguin characteristics

Penguins are flightless birds, and on land they can only waddle along on their feet or slide on the ice on their stomachs. However, penguins are excellent swimmers and spend more than half their time in the sea. They can swim very fast and dive deep under water when looking for food. A layer of fat together with air trapped in their feathers keeps them warm in the water and on land in almost any weather.

Penguin appearance

Penguins are black and white, which gives them excellent camouflage in the water. When swimming in the ocean, their white stomachs make them hard to see from below against the sky and sunlight above. Likewise, their black backs mean they are difficult to spot in the dark ocean.

Penguins mainly eat fish. The types of fish they eat depend on where they live. They also eat krill (tiny shrimplike animals), squid, shellfish and octopus. Due to factors such as overfishing and climate change, fish stocks are declining. This means that the number of penguins is decreasing too as it's becoming more difficult for them to feed themselves.

Penguin families

Every spring, penguins return to the same place to lay their eggs. Both parents take turns sitting on the egg, or eggs, to keep them warm. They also stay close to new-born chicks to protect them from predators. While one parent watches over the chick, the other parent will get food, and stores it in its mouth to feed the chick. The parents look after their chick for several months until it's old enough to find food for itself.

Question (Punctuation)

5. Look at this sentence:
'They also eat krill (tiny shrimplike animals), squid, shellfish and octopus.' (Line 17)

Why is 'tiny shrimplike animals' in brackets?

.... [1]

Text 33 / April 2018 Paper 1 (Text B)

Text B

Hiking in the Polar Regions: Antarctica

Imagine standing high up on a slope, overlooking an ice-filled bay. Kayaks* glide across it, the wind gently kisses the surface of the water, and you smile, as you realise that Antarctica is everything you imagined it would be.

Nothing prepares you for the heart-stopping beauty of Antarctica. The sight and sound of the amazing penguin colonies. Ice fields, ice cliffs and deep blue icebergs that dwarf everything around. Seabirds soaring and swooping. Huge, fabulous whales and colossal elephant seals! Sunsets and sunrises separated by crimson-streaked skies. It really is an ice paradise!

Who can do it?

Anyone can take part in our hiking programme. The longer hikes last from two to three hours, but there are shorter walks, up to a number of viewpoints or along the beach.

What is provided?

Although we only organise our hikes in safe areas, conditions can change quickly, which may result in delays. Our guides, therefore, always carry safety equipment. We also have trekking poles for your use and snowshoes to help improve your grip on slippery surfaces and deep snow.

What do you need to bring?

Hiking boots are required for some of the routes offered. In addition, it's good to have a small backpack in order to carry some extra supplies as well as an extra layer of clothing.

Glossary
kayak: a type of small boat

Question (Punctuation and Grammar)

11. Look at this sentence:
'It really is an ice paradise!' (Line 8)

Give **two** ways the writer has emphasised the information in this sentence.

....

....

.... [2]

Text 34 / April 2018 Paper 2

Text for Section A, an extract from 'The Worst Witch' by Jill Murphy

Miss Cackle's Academy for Witches stood at the top of a high mountain surrounded by a pine forest. It looked more like a prison than a school, with its gloomy grey walls and turrets. Sometimes you could see the pupils on their broomsticks flitting like bats above the playground wall, but usually the place was half hidden in mist, so that if you had glanced up at the mountain you would probably not have noticed the building was there at all.

Everything about the school was dark and shadowy. There were long, narrow corridors and winding staircases–and of course there were the girls themselves, dressed in black gymslips, black stockings, black hob-nailed boots, grey shirts and black-and-grey ties. The only touches of colour were the sashes round their gymslips – a different colour for each house – and the school badge, which was a black cat sitting on a yellow moon.

Mildred Hubble was in her first year at the school. She was one of those people who always seem to be in trouble. She didn't exactly mean to break rules and annoy the teachers, but things just seemed to happen whenever she was around. You could rely on Mildred to have her hat on back-to-front or her bootlaces trailing along the floor. She couldn't walk from one end of a corridor to the other without someone yelling at her, and nearly every night she was writing lines or being kept in (not that there was anywhere to go if you were allowed out).

Anyway, she had lots of friends, even if they did keep their distance in the potion laboratory, and her best friend Maud stayed loyally by her through everything, however hair-raising. They made a funny pair, for Mildred was tall and thin with long plaits, which she often chewed absent-mindedly (another thing she was told off about), while Maud was short and tubby, had round glasses and wore her hair in bunches.

On her first day at the academy each pupil was given a broomstick and taught to ride it, which takes quite a long time and isn't nearly as easy as it looks. Half-way through the first term they were each presented with a black kitten which they trained to ride the broomsticks. The cats weren't for any practical purpose except to keep tradition going; some schools present owls instead, but it's just a matter of taste. Miss Cackle was a very traditional headmistress who did not believe in any new-fangled nonsense and trained her young witches to keep up all the customs that had been taught in her young day. At the end of the first year, each pupil received a copy of The Popular Book of Spells, a three-inch thick volume bound in black leather. This was not really to be used, as they already had paperback editions for the classroom, but like the cats it was another piece of tradition. Apart from yearly prize-giving, there were no more presentations until the fifth and final year when most pupils were awarded the Witches Higher Certificate. It did not seem likely that Mildred would ever get that far. After only two days at the school she crashed her broomstick into the yard wall, breaking the broomstick in half and bending her hat

Question (Punctuation)

17. (a) Look at these two phrases from the text:

'… their gymslips – a different colour for each house – and the school badge …' (Lines 10–11)

'… which she often chewed absent-mindedly (another thing she was told off about) …' (Lines 23–24)

Why have dashes and brackets been used in these phrases?

……… [1]

(b) The writer could have used commas (,) instead of dashes in the phrase above. What effect does using dashes instead of commas have here?

……… [1]

UNIT 2 | VOCABULARY AND LANGUAGE

UNIT 2

UNIT 2 | VOCABULARY AND LANGUAGE

UNIT 2 OBJECTIVES

READING

6Rv.01 Deduce the meanings of unfamiliar phrases from their context, including phrases which are no longer common in modern times.

6Rv.02 Explore word origins and derivations, including the use of words from other languages.

*6Rv.03 Identify and record interesting and significant words, and synonyms, from texts to inform own writing.

6Rv.04 Comment on a writer's choice of language, demonstrating some awareness of the impact on the reader.

6Rv.05 Explore commonly used figurative expressions, e.g. as cool as a cucumber, crying crocodile tears.

*6Rv.06 Begin to explain how figurative language creates imagery in texts and takes understanding beyond the literal.

WRITING

*6Wv.01 Use specialised vocabulary accurately to match a familiar topic.

6Wv.02 Explore and use words and phrases to convey shades of meaning appropriate to the context.

6Wv.03 Transform meaning with prefixes and suffixes.

6Wv.04 Choose and use vocabulary carefully to develop imaginative detail.

*6Wv.05 Begin to use figurative language to evoke an imaginative response from the reader.

*6Wv.06 Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

UNIT 2 CONTENTS

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	CAMBRIDGE CHECKPOINT ZONE	
	C Z 2	Unlock the power of Cambridge Checkpoint past years' questions related to vocabulary and language. By tackling these questions, you'll sharpen your skills and achieve mastery in vocabulary and language as they are tested in actual exams.

LESSON 1

VOCABULARY | VOCABULARY

LESSON 1 | VOCABULARY

TOPIC 1 | CONTEXT CLUES AND WORD CHOICE

Vocabulary is the writers' gate through which they evoke readers' literary skills by using unfamiliar and interesting words that urge them deduce their meaning in the context.

Moreover, writers manipulate with words and choose their words skillfully in order to convey different shades of meaning or deliver specific and intended impressions to the reader, the matter that adds to the proficiency of the writing and make the readers' imagination go beyond the literal meaning of the word and start to analyse and read between the lines, or let's say 'read between the letters of the word'.

In order to be able to overcome the writers' manipulations and master the vocabulary questions, we have to develop our skills at deducing the meaning of the words through the **'context clues'** and elaborate our ability to comment on the **'writer's choice of specific words'** with complete awareness of the shades of meaning they convey.

Context Clues

"Context Clues" refer to the information or hints provided within a given text or situation that can help readers infer the meaning of unfamiliar words, phrases, or ideas. These clues can be found in the surrounding sentences, paragraphs, or even the broader context of the entire text. Context clues are useful tools for understanding and interpreting the intended message when encountering unfamiliar vocabulary or concepts.

Context Clue Types

There are different types of context clues that can be employed to help deducing the meanings of unfamiliar words and phrases and identifying the words synonyms:

1. Definition clues: The meaning of the unfamiliar word is explicitly provided within the same sentence or nearby sentences.

Example:

- The biologist studies various organisms, such as animals (mammals, birds) and plants (trees, flowers).

The word "organisms" is unclear. However, the surrounding words "animals (mammals, birds)" and "plants (trees, flowers)" provide the explicit definition of organisms as living beings such as animals and plants.

2. Synonym or restatement clues: A word or phrase with a similar meaning to the unfamiliar word is used in the surrounding text.

Example:

- The temperature plummeted and dropped rapidly, reaching below freezing point.

The word "plummeted" might be unclear. However, the context provides the synonym "dropped rapidly" to clarify that the temperature decreased quickly. The phrase "reaching below freezing point" further indicates a significant drop in temperature.

3. Antonym or contrast clues: A word or phrase used to introduce an opposite idea (despite, although, however, etc.) or a word or phrase with an opposite meaning to the unfamiliar word are used nearby.

Example:

- Despite his erudition, John struggled with basic math.

The word "erudition" may be unfamiliar. However, the contrast is provided with two phrases: “despite” and "struggled with basic math”. From this, we can infer that "erudition" refers to extensive knowledge or intelligence.

4. Inference or logical clues: The reader must use their background knowledge and reasoning abilities to deduce the meaning of the unfamiliar word.

Example:

- After the storm, the roads were inundated with water, making it difficult for cars to pass.

The word "inundated" might be unfamiliar. However, the context mentions "after the storm" and the phrase "roads were inundated with water." From this, we can infer that "inundated" means flooded or filled with a large amount of water, which makes it difficult for cars to pass.

Word Choice

"Word Choice' refers to the writer's ability to choose the words that create particular impressions and help them to craft their piece of writing and draw the picture in their readers' mind through their words.

Examples:

Compare these two sentences

Sentence 1: "The old house was on the hill, its worn-out walls and broken windows suggesting a lack of care and desertion."

Sentence 2: "The dilapidated house perched on the hill, its weathered walls and cracked windows conveying tales of neglect and abandonment."

Both sentences deliver the same idea / information: the house is in a bad condition and it is isolated.

BUT

In the second sentence, using the words "dilapidated," "perched," "weathered," "cracked," "neglect," and "abandonment" creates a clear impression of a rundown and deserted house. These carefully selected words convey a sense of decay and isolation, allowing readers to visualize the state of the house.

Sentence 1: “The artist's strokes glided across the canvas, weaving a tapestry of colors and emotions.”

Sentence 2: “The artist painted a picture using different colors and expressing emotions.”

In the first sentence, the word choice of "strokes glided," "weaving," and "tapestry" conveys a sense of artistry and creativity. It implies that the artist's brushwork was dynamic and skillful, resulting in a rich and intricate painting. The advanced sentence captures the implicit meaning of the artist's technique and the expressive nature of their artwork.

Sentence 1: “Her voice cascaded through the auditorium, filling every corner with its smooth rich flow.”

Sentence 1: "She sang loudly in the auditorium, and her voice sounded beautiful."

In the first sentence, the word choice of "cascaded," "filling," "smooth," and "rich" and “flow” paints a vivid picture of the impact of the woman's singing. It implies that her voice was melodious and captivating, echoing throughout the entire space. The advanced sentence captures the implicit meaning of the woman's vocal talent and the enchanting quality of her performance.

Practice 1

1- Deduce the meaning of the underlined words / phrases as used in the sentence. You can use one word or a short phrase in your explanation.

1. The aroma of freshly baked cookies wafted through the kitchen, enticing everyone with its delicious scent.

……

……

2. The detective carefully examined the mysterious note, searching for any clues that might unravel the perplexing case.

……

……

3. Sarah's nimble fingers deftly plucked the strings of the guitar, moving quickly, producing a melodious tune that filled the room.

……

……

4. The dark clouds gathered ominously in the sky, signaling an approaching storm and creating a sense of unease.

……

……

5. As the magician performed his tricks, the audience gasped in awe at the astonishing illusions before their eyes.

……

……

6. The acrobat effortlessly executed a series of gravity-defying flips and twists, leaving the spectators in astonishment.

……

……

7. The skilled archer released the arrow with precision, flying high through the air before hitting the bullseye with accuracy.

....

....

8. The crafty fox darted through the forest bushes, weaving effortlessly between trees and evading pursuit.

....

....

9. The resourceful engineer cautiously assembled the intricate parts, their careful workmanship ensuring the smooth operation of the complex machinery.

....

....

10. The quick-witted pickpocket deftly maneuvered through the bustling crowd, trying to pilfer valuables without detection.

....

....

2- According to the context, what effect does the writer try to create through using the underlined words / phrases in each of the following sentences?

1. The thunderstorm unleashed its fury, with booming thunder and blinding lightning.

....

....

2. The radiant sun bathed the meadow in a golden glow, evoking a sense of warmth and tranquility.

....

....

3. The villain's sinister laughter echoed through the corridors, sending shivers down the spines of the hostages.

....

....

4. The author's vivid descriptions painted a vivid picture, immersing readers in a world of enchantment and wonder.

....

....

5. The haunting melody of the piano filled the air, evoking a bittersweet feeling of nostalgia and longing.

....

....

6. The protagonist's heart pounded in their chest as they faced the daunting challenge.

....

....

7. The eerie silence enveloped the abandoned house.

....

....

Practice 2

Read the following sentences and answer the question below each.

1. Rayan's jaw dropped once he caught sight of the city's skyscrapers.

What does the underlined phrase tell us about Rayan's feelings?

……

2. The thief stole the diamond ring from Sara's drawer and sneaked off without leaving any trace behind him.

Find a phrase which means "left quietly without being noticed".

……

3 Haley's face contorted in a mask of abject terror as she stumbled upon the chilling scene before her.

Give an adjective used to show the intensity of the fear.

……

4. She passed by us completely ignoring our presence; she didn't even reply to our greeting.

Give an adverb that shows that something unexpected has happened.

……

5. Their desperate trials to convince their parents to go to the party turned into absolute failure.

Explain the meaning of the underlined phrase.

……

6. His words were very convincing; he is a typical brilliant negotiator.

Give one word that shows the writer is impressed by how convincing the speaker was.

……

7. Emma's smile tightened with her eyes focused on the award her friend received.
What were Emma's feelings? Give a phrase to support your answer.
……

Practice 3

1- Read the following extract and answer the questions.

The bus was still parked at the terminal, and I was wondering when it would finally depart. I sat beside my uncle, feeling exhausted. The bandage on my leg was starting to itch, making me uncomfortable. I noticed my uncle was engrossed in his crossword puzzle, his pen swiftly filling in the boxes. He was quite the wordsmith.

"This bus is taking forever," Uncle muttered. "Look at the time on the station clock. It's already past noon. Not surprising, given the circumstances."

Then he said something unexpected. "If I doze off, Jimmy," he said to me, "make sure you keep an eye on our bags, okay? Everything we have in this world is in there, and I don't want anyone stealing it."

I thought it was strange because there were only a few passengers on the bus, but I nodded in agreement. As soon as the thought crossed my mind, the bus door swung open, and a man stepped in, slamming it behind him. He didn't say a word to us, but he took off his hat and carefully placed it on the rack above our bags. Then he settled into the seat across from us, glanced at his watch, and opened his book, his face hidden behind the pages. He had to put it down momentarily to clear his throat, and that's when he noticed me observing him. He nodded, and a faint smile appeared on his face.

Everything about him seemed meticulous. From his neatly polished shoes to his well-groomed mustache and his crisp collar and tie. I immediately felt that he wasn't the type of person who would steal our bags. Moreover, there was something familiar about him, as if I had seen him before. Maybe it was my imagination. Maybe he just reminded me of someone, perhaps my older brother, with his inquisitive gaze.

But this stranger was tidy, unlike my brother. My brother was always disheveled, his hair perpetually tousled - what little of it he had - and his hands and face smudged from working on cars. This man had clean hands and impeccably trimmed nails, just like the rest of him.

"Hoping I pass inspection, young man," he said, giving me a meaningful look.

Uncle nudged me and apologized for my staring before turning to me sternly. "How many times have I told you not to stare at people, Jimmy? Apologize to the gentleman."

"Don't worry, sir," the man replied. "Boys will be boys. I was one myself a long time ago."

At that moment, the bus driver walked past our seats, gripping the steering wheel and honking the horn impatiently, signaling that it was time to depart.

1. Give one adverb from the first line in the text that shows 'Jimmy' was fed up with waiting.

……

2. What does the word 'engrossed' (Line 3) tell us about the uncle's attitude while solving the crossword puzzle?

……

3. Give an adverb from the first paragraph used to show the uncle's cleverness at solving the crossword puzzle.

……

4. Look at lines 5-10. Give a phrase which means 'falling into a light sleep'.

……

5. Look at lines 22-24. Give one word which means "different from".

a. ……

b. What does the phrase 'what little of it he had' (Line 23) tell us about Jimmy's brother appearance.

……

c. Jimmy's brother hair was untidy. Give one word that shows that this was always its state.

……

6. *"Hoping I pass inspection, young man."* (Line 25). What does the man mean? Tick one box.

He is annoyed ☐

He is scolding Jimmy ☐

He is waiting for Jimmy's opinion ☐

He is trying to be nice ☐

2- Read the following extract and answer the questions.

Embarking on an Adventure: Hiking in the Tropical Rainforests

Imagine standing on a beautiful trail, surrounded by tall trees and colorful plants. Sunlight peeks through the thick leaves, creating a magical atmosphere. As you take it all in, you realize you've arrived in a tropical wonderland. Welcome to the captivating world of lush rainforests, where nature's beauty awaits at every turn.

You'll be amazed by the tropical wilderness. Listen to the cheerful chirping of exotic birds, their vibrant feathers adding splashes of color to the green landscape. Walk along winding paths and discover stunning waterfalls that flow into crystal-clear pools, inviting you for a refreshing dip. Keep your eyes peeled for playful monkeys swinging from tree to tree and spot colorful reptiles basking in the sun. The rainforest is also home to breathtaking orchids and unique plants, painting a picture of nature's wonders.

Who can join in on the fun?

Our hiking program is open to all skill levels, including year 6 graders like yourselves. We have different trails to choose from, so whether you prefer an exciting trek or a leisurely walk, there’s something for everyone. Some hikes last a few hours, while others are shorter and lead to beautiful viewpoints or serene riverbanks.

What’s included in the adventure?

Safety is our top priority, so experienced guides will be there to accompany you throughout the journey. They will have all the necessary safety equipment to ensure everyone's well-being. We'll also provide trekking poles to help you stay steady on the sometimes-slippery forest paths. Our guides will share interesting facts about the rainforest's incredible biodiversity, making the experience both educational and fun.

What should you bring?

For a comfortable hike, it's important to wear sturdy shoes that will support your feet and provide good grip on the trails. We also recommend bringing a small backpack with essentials like sunscreen, insect repellent, and a light jacket in case of a passing shower. Get ready for an unforgettable adventure in the tropical rainforests, where every step reveals nature's marvels.

1. Look at the first paragraph.

a. Give one phrase which means 'everywhere'.

……

b. Give one adjective that best describes the effect the sight of the tropical rainforest has on people.

……

2. What does the phrase *'Keep your eyes peeled'* (Line 8) mean? Tick one box.

Close your eyes tightly ☐

Moisturize your eyes regularly ☐

Maintain a vigilant or watchful state ☐

Rub your eyes vigorously for better vision ☐

3. From lines 5- 10, give one two-word phrase that suggests water in the rainforest region can be seen through.

……

4. Explain in your own words what the word '*serene*' (line 14) means as used in the text.

……

5. The writer suggests that there is a wide variety of living organisms in the rainforest.

Give one word that tells this from lines 15-19.

……

6. From lines 20-24, give one word that has the same meaning as 'strong and durable'.

……

7. Complete the sentence below with one word from the fourth paragraph.

Keeping hikers away from hazard is a ……………………………………….for the guides.

8. What does the phrase '*passing shower*' (line 22) mean? Tick **one** box.

A sudden burst of sunlight ☐

A refreshing spray of ocean waves ☐

A soak in a bathtub ☐

A brief period of rainfall ☐

Practice 4

Ready to juggle and elevate our vocabulary together?

Step 1: Study the following list of vocabulary.

Word	Synonym
Weave (verb)	Knit, create, invent
Elementary (adj.)	Simple, Uncomplicated, straightforward
Vocalist, crooner (noun)	singer
Unleash (verb)	Suddenly and uncontrollably release
Awareness (noun)	Attention, consideration
Reveal (verb)	Display, uncover, show
Harmonious, tuneful (adj.)	Melodious, melodic
Evocative, stirring (adj.)	inspiring
Arbitrary (adj.)	Random
Resonate (verb)	Echo
Solitary (adj.)	Unaccompanied, sole
Awe-inspiring (adj.)	Stunning, breathtaking
Capture (verb)	Attract, interest
Enchanting, bewitching, captivating, mesmerizing (adj.)	Charming, delightfully attractive
Modest, moderate, unassuming (adj.)	Unexceptional, humble

Step 2: Read the following text and pay attention to the underlined words.

The stunning nightingale, with its simple appearance, attracts the hearts of all who hear its beautiful songs. While other birds sing at sunrise, the nightingale defies the norm, creating its magical tunes in the middle of the night, earning its name as the singer of the night. Its plain feathers, a dull brown color, displays an unexceptional creature, relying not on looks but on the charming power of its melodic songs. Yet, beneath its seemingly ordinary guise lies a bird of extraordinary talent, with a reddish-brown tail and a light-colored underbelly hinting at hidden depths of beauty.

The nightingale's nighttime songs are not just random sounds but a passionate search for love. While it was once believed that the females were the singers, it is the male nightingales who take center stage, pouring their hearts into heartfelt songs that break the silence of the night. These solitary performers, longing for companionship, release their harmonious music, echoing through the darkness in a desperate attempt to interest a mate. But as parenthood calls, the male's singing becomes quieter, hiding the nest and protecting his precious offspring from unwanted attention.

In the quiet of the night, the nightingale's songs echo with unmatched greatness. Its solitary melodies fill the air, without the accompaniment of other birds. This unique distinction has given the nightingale a respected status throughout history, inspiring poets, writers, and composers since ancient times. From the immortal verses of Homer to the rich compositions of talented musicians, the nightingale's melodious gift has symbolized the deep beauty of nature itself, stirring emotions and creating a strong connection with the natural world.

Step 3: Now, replace the underlined words in the previous text with their synonyms from the provided vocabulary list.

The …………………………… nightingale, with its ……………………………. appearance, ……………………………. the hearts of all who hear its beautiful songs. While other birds sing at sunrise, the nightingale defies the norm, …………………………… its magical tunes in the middle of the night, earning its name as the …………………………… of the night. Its plain feathers, a dull brown color, …………………………… an unexceptional creature, relying not on looks but on the ……………………………. power of its …………………………… songs. Yet, beneath its seemingly ordinary guise lies a bird of extraordinary talent, with a reddish-brown tail and a light-colored underbelly hinting at hidden depths of beauty.

The nightingale's nighttime songs are not just ……………………………. sounds but a passionate search for love. While it was once believed that the females were the singers, it is the male nightingales who take center stage, pouring their hearts into heartfelt songs that break the silence of the night. These ……………………………. performers, longing for companionship, …………………………… their harmonious music, echoing through the darkness in a desperate attempt to ……………………………. a mate. But as parenthood calls, the male's singing becomes quieter, hiding the nest and protecting his precious offspring from unwanted ………………………………

In the quiet of the night, the nightingale's songs ……………………………. with unmatched greatness. Its solitary melodies fill the air, without the accompaniment of other birds. This unique distinction has given the nightingale a respected status throughout history, ……………………………. poets, writers, and composers since ancient times. From the immortal verses of Homer to the rich compositions of talented musicians, the nightingale's melodious gift has symbolized the deep beauty of nature itself, stirring emotions and creating a strong connection with the natural world.

LESSON 1 | VOCABULARY

TOPIC 2 | PREFIXES AND SUFFIXES

Prefixes and suffixes are small but mighty word parts that can greatly enhance our understanding of language. They can change the meaning and function of a word, allowing us to expand our vocabulary and communicate more effectively.

What Are Prefixes?

A prefix is a word part that is added to the beginning of a base word to create a new word with a different meaning.

Prefixes in English often have Latin, Greek, French, and German origins.

The following is a list of the commonly used prefixes and their meaning:

- "Un-" (meaning "not" or "opposite"): unhappy, unfair, unkind.
- "Pre-" (meaning "before" or "prior to"): preview, prehistoric, prearrange.
- "Mis-" (meaning "wrong" or "incorrectly"): misunderstand, misbehave, mistake.
- "Anti-" (meaning "against" or "opposite"): antifreeze, antibiotic, anti-inflammatory.
- "Sym-/Syn-" (meaning "together" or "with"): symphony, synchronize, synthesis.
- "Hypo-" (meaning "under" or "less than"): hypothermia, hypodermic, hypothesis.
- "De-" (meaning "down" or "removal"): descend, deflate, decode.
- "Re-" (meaning "again" or "back"): rebuild, renew, revisit.
- "Dis-" (meaning "not" or "opposite"): disconnect, disagree, disapprove.
- "Un-" (meaning "not" or "reverse"): undo, unlock, untie.
- "Fore-" (meaning "before" or "in front of"): forecast, forehead, foreground.
- "Over-" (meaning "above" or "excessive"): overcome, overlook, overload.
- “post- (meaning “after”): post-graduate, postpone

Notice that some prefixes have multiple meanings according to the context. For example ‘para-‘ can mean “alongside of” or ‘beyond’ or ‘apart from, etc.

Example sentences:

- Despite the rain, they had an unforgettable and enjoyable picnic.
- She decided to prearrange the meeting to ensure everyone's availability.
- Sarah realized she made a mistake and apologized for her misjudgment.
- He took an anti-inflammatory medication to relieve the swelling and pain.
- The dancers synchronized their movements to create a visually stunning performance.
- He used a pin to deflate the balloon after the party was over.
- Sarah asked her sister to untie the knot in her shoelaces.
- Once she saw her old classmates, she recollected all her childhood memories.

What Are Suffixes?

A suffix is a word part that is added to the end of a base word to create a new word with a different meaning or function.

Suffixes can change the part of speech of a word, such as turning a noun into an adjective or a verb into a noun.

Suffixes in English also have diverse origins, including Latin, Greek, French, and Germanic languages.

The following is a list of the commonly used suffixes and their meaning:

- -tion" (meaning "act or state of"): communication, exploration, celebration.
- "-ity" (meaning "state or quality"): integrity, diversity, prosperity.
- "-ment" (meaning "result or product of"): development, improvement, excitement.
- "-logy" (meaning "study of" or "science of"): biology, geology, psychology.
- "-ic" (meaning "pertaining to" or "characteristic of"): scientific, artistic, athletic.
- "-sis" (meaning "process" or "condition"): analysis, diagnosis, synthesis.
- "-age" (meaning "the action or result of"): marriage, passage, luggage.
- "-ance/-ence" (meaning "state or quality of"): importance, confidence, resistance.
- "-able/-ible" (meaning "capable of" or "worthy of"): comfortable, visible, credible.
- "-er" (meaning "one who" or "comparative"): teacher, singer, runner.
- "-dom" (meaning "realm" or "state of being"): freedom, kingdom, wisdom.
- "-less" (meaning "without" or "lacking"): fearless, careless, timeless.
- “-ness” (meaning “condition” or “quality”): happiness, sadness

Example sentences:

- The celebration of their team's victory filled the stadium with joy.
- Honesty is an important quality that helps at building trust.
- She showed great improvement in her piano skills after months of practice.
- Geology explores the composition and structure of the Earth's crust.
- Her artistic talents were evident in the beautiful painting she created.
- The doctor provided a diagnosis of the patient's illness.
- The passage of time is a constant reminder of life's fleeting nature.
- His confidence and self-assurance made him an effective public speaker.
- Her explanation was clear and credible, earning the trust of the audience.

Practice 1

Read the following extract and answer the questions.

Apples: Nature's Crisp and Juicy Delight

Let's dive into the wonderful world of apples, one of nature's most versatile fruits. Apples belong to the genus Malus, which encompasses numerous species and cultivars. They have been cultivated for centuries and are beloved for their vibrant colors, delightful flavors, and nutritional benefits.

Apple trees are deciduous, shedding their leaves in the fall, and are known for their striking beauty. They produce beautiful clusters of flowers called inflorescences, which give way to the fruit we cherish.

Unripe apples are typically green and firm, but as they mature, they undergo a process called ripening. During this transformation, starches within the fruit convert into sugars, giving apples their sweet and crisp characteristics.

Apples are not only delicious but also offer a range of essential nutrients. They are a rich source of dietary fiber, vitamin C, and antioxidants, making them a healthy addition to one's diet. Moreover, their natural sweetness satisfies cravings while providing valuable nutrients.

Once harvested, apples undergo careful processing and packaging to preserve their freshness. They are then transported to markets and grocery stores worldwide, ready to be enjoyed in various culinary creations or as a wholesome snack.

By understanding the journey of apples from tree to table, we can fully appreciate their distinct flavors and nutritional benefits. The next time you bite into a crisp apple, savor the knowledge of the effort and care that went into bringing this delightful fruit to your fingertips!

1. The word *'encompasses'* in line 2 originates from the word 'compass' which means 'go around.'

How has adding the prefix 'en-' to the original word 'compass' transformed the meaning of the word?

……

2. Look at lines 1-7.
Find three words with a suffix that gives the meaning of 'full of'.

……

3. Look at 8 to 13.

a. Give a word with a prefix that has the same meaning as ‘not ready to be eaten’.

……

b. Give a word with a prefix which has the same meaning as ‘to experience’ and identify the prefix it contains.

……

c. Find a word that contains a prefix and a suffix.

……

d. Give a word with a prefix which means ‘against’.

……

4. *“Moreover, their natural sweetness satisfies cravings while providing valuable nutrients.”* (Line 13)

Identify the suffixes in ‘sweetness’ and ‘valuable’ and explain the transformation in meaning they added to each word.

……

……

……

5. The word ‘*preserve*’ in line 14 is a verb that means *‘to maintain’.*
What suffix can be added to ‘preserve’ to transform its meaning into ‘a substance used to prevent decay’. Tick **one** box.

The suffix is:

“-ance” ☐

“- ative” ☐

“-able” ☐

“-ed” ☐

6. The word '*distinct*' in line 17 is an adjective that means 'noticeable'.
What suffix can be added to 'distinct' to transform its meaning into 'difference'. Tick **one** box.

The suffix is:

"-ive" ☐

"- tion" ☐

"-ness" ☐

"-able" ☐

Practice 2

In the following sentences, fill in the gaps with a suffix or a prefix to create a word that suits the context. The first one is done for you.

1. I can't understand your question. Would you …………….. phrase it?
Answer: I can't understand your question. Would you rephrase it?

2. His wounds are terribly bad; he must take an …………….. biotic to avoid any infections.

3. The strawberries have become eat……………., but they will not be as sweet as you like them to be.

4. It was an effort…………….. task; I finished it in only 10 minutes.

5. The …………….. normal activity in the old house sent shivers down my spine.

6. With some effort and organization, the workload is manage…………….. within the given time frame.

7. I don't know why she ……………..reacted; the problem could have been solved easily with little patience.

8. She was ……………..patient to unwrap her birthday gifts.

9. It was a very interest…………….. game in which we were trapped for hours.

10. This course offers a / an ……………..active learning experience where participants actively engage in the teaching process.

LESSON 2

LANGUAGE | LANGUAGE

LESSON 2 | LANGUAGE

TOPIC 1 | FIGURATIVE LANGUAGE

Discover the power of figurative language! Scan the QR code, learn, and excel!

Lesson PPT

Figurative language is a literary technique. It refers to creative and imaginative language techniques used to enhance the meaning and impact of a written or spoken expression. They involve the use of words or phrases in a non-literal or unconventional way, deviating from the ordinary or straightforward usage of language and going deep into the implicit meaning rather than the explicit one.

Figurative language adds depth, vividness, and emphasis to communication by creating imagery, making comparisons, conveying emotions, or highlighting certain aspects of a subject.
It encompasses a wide range of literary devices, including similes, metaphors, personification, hyperbole, idioms, and more. By using figurative language, speakers and writers can engage their audience, evoke emotions, and convey complex ideas in a memorable and captivating manner.

Figurative language Techniques

Figurative language has got many techniques:

1- **Imageries:** Imageries aim at addressing the reader's five senses to help them visualize the scene.

Imageries can be categorised as follows:

- **Visual imageries**: They are the imageries that address the reader's sense of sight.

Example: The sun kissed the horizon, casting a golden glow across the tranquil sea.

- **Aural Imageries**: They are the imageries that address the reader's sense of hearing.

Example: The laughter of children filled the air, echoing through the park."

- **Tactile imageries**: They are the imageries that address the reader's sense of touch.

Example: The soft, velvety petals of the rose caressed her fingertips.

- **Olfactory imageries**: These imageries address the reader's sense of smell. They evoke scents and odors to create a sensory experience within the reader's mind.

Example: The aroma of freshly baked bread filled the air.

- **Gustatory imageries**: These imageries address the reader's sense of taste.

Example: The soup was as sweet as honey.

2- Similes: Similes are comparisons using "like" or "as" to draw similarities between two different things.

Effect: Similes create vivid imagery and make descriptions more engaging and relatable.

Example 1:

- "She walks in beauty, like the night" - Lord Byron (From the poem "She Walks in Beauty")

In this simile, Lord Byron compares the beauty of a woman to the beauty of the night. By using the word "like," the poet draws a parallel between the graceful walk of the woman and the serene, captivating qualities of the night. This simile creates a vivid image in the reader's mind and evokes a sense of elegance and enchantment.

Example 2:

- "O, my love is like a red, red rose" - Robert Burns (From the poem "A Red, Red Rose")

3- Metaphors: Metaphors are direct comparisons that do not use "like" or "as," implying a resemblance between two unrelated things.

Effect: Metaphors create deeper connections, evoke emotions, and convey abstract ideas in a more tangible way.

Example 1:

- "All the world's a stage, and all the men and women merely players" - William Shakespeare (From the play "As You Like It")

In this metaphor, Shakespeare compares the world to a stage, implying that life is like a theatrical performance. The metaphor suggests that everyone has a transient role in life and that this role changes by the passage of time; every stage in humans' lives is a new role they play. The metaphor here emphasises the idea that humans are like actors, each with their own part to perform. This metaphor invites readers to reflect on the how short and changing life is.

Example 2:

- "Hope is the thing with feathers" - Emily Dickinson (From the poem "Hope is the Thing with Feathers")

4- Personification: Personification attributes human qualities to non-human entities or inanimate objects.

Effect: Personification breathes life into the descriptions, making them more imaginative and engaging.

Example 1:

- "The wind whispered through the trees."

In this example, the wind is personified as it is attributed with the human quality of whispering. By giving the wind the ability to whisper, the writer creates a sensory and imaginative image, as if the wind is communicating in a hushed, secret manner. This personification makes the description of the wind more engaging and brings the natural world to life adding a sense of mystery and hinting to the presence of secrets to be revealed.

Example 2:

- "The stars danced in the sky."

5- Hyperbole: Hyperbole involves exaggeration for emphasis or dramatic effect.

Effect: Hyperbole adds humor, intensifies emotions, and creates a memorable impact on the reader.

Example 1:

- "I've told you a million times!"

This hyperbole is an exaggerated statement used to emphasize the frequency of an action. By saying "a million times," the speaker is not meant to be taken literally, but rather to express their frustration or exasperation. This hyperbole intensifies the emphasis on the repetition of the statement and adds a touch of humor to the situation.

Example 2:

- I love you to the moon and back.

6- Irony: Irony is when the intended meaning is different from the literal or surface meaning.

There are three types of irony:

a. Verbal Irony: Verbal irony occurs when someone says something that is the opposite of what they really mean. It involves using words to convey a meaning that is different or opposite from the literal interpretation. Verbal irony is often used for humor, sarcasm, or to create a dramatic effect.

Example: "Oh, great! Another rainy day in paradise!" (When the speaker actually means the opposite, expressing disappointment about the rainy weather.)

b. Situational Irony: Situational irony is when there is a contrast between what is expected to happen and what actually happens. It occurs when the outcome of a situation or event is the opposite of what is anticipated or logically expected. Situational irony often surprises the reader and can create a sense of irony or humor.

Example: A fire station burns down during a fire, revealing the irony that the place meant to combat fires became a victim of fire itself.

c. Dramatic Irony: Dramatic irony occurs when the audience or reader knows something that the characters in the story do not. It involves a gap in knowledge between the characters and the audience, leading to a discrepancy between what the characters believe and what the audience knows to be true. Dramatic irony can create tension, suspense, or add depth to a narrative.

Example: In a play or movie, when the audience knows that a character is in danger, but the character themselves is unaware of the impending danger.

7- Idioms: Idioms are expressions that have a figurative meaning different from their literal interpretation. They often reflect cultural or contextual understanding.

Effect: Idioms add color and richness to language, allowing for playful and expressive communication.

The following is a list of the common idioms and their meanings:

Idiom	Meaning
Every cloud has a silver lining	Good things come after bad things
Get a taste of your own medicine	Get treated the way you've been treating others) 'negative
Give someone the cold shoulder	Ignore someone
Go on a wild goose chase	To do something pointless
A blessing in disguise	a good thing that seemed bad at first
Beat around the bush	Avoid saying what you mean, usually because it is uncomfortable
Bite the bullet	To get something over with because it is inevitable
Break a leg	Good luck
Cutting corners	Doing something poorly in order to save time or money
Easy does it	Slow down
Get out of hand	Get out of control
Don't hold your breath	When advising someone not to expect a particular result because it is unlikely to happen.
The best of both worlds	An ideal situation
That's the last straw	My patience has run out
Pull yourself together	Calm down
Pull someone's leg	To joke with someone
It's not rocket science	It's not complicated
Miss the boat	It's too late
Speak of the devil	The person we were just talking about showed up!
The best of both worlds	An ideal situation
Under the weather	Sick
We'll cross that bridge when we come to it	Let's not talk about that problem right now
It's raining cats and dogs	Heavy rain

8- Proverbs: Proverbs are short, traditional sayings that offer advice, wisdom, or general truths about life. They are folk pieces of advice expressed through brief sentences. Proverbs can have a figurative or literal meaning.

Effect: Proverbs encapsulate cultural values, provide guidance, and convey shared knowledge and experiences.

The following is a list of the common proverbs and their meanings:

Proverb	Meaning
All that glitters is not gold	Something might not be as valuable as it seems to be
All good things come to an end	Nothing great lasts forever
Beggars can't be choosers	People dependent on others must be content with what is offered to them
A journey of a thousand miles begins with a single step	It is necessary to take the first step to reach your goal
Actions speak louder than words	What someone does means more than what they say they will do
An idle brain is the devil's workshop	Evil thoughts come to us easily when we are not active / we are lazy / we have excessive free time
Better safe than sorry	It is better to take precautions than to regret later
Appearances can be deceptive	Something might be different from how they appear outwardly
A stitch in time saves nine	It is better to deal with problems immediately than letting them become bigger
As you sow, so you shall reap	Your actions determine your results
The grass is always greener on the other side	Other people always seem to be in a better situation, although it might not be true
Beauty is in the eye of the beholder	The perception of beauty varies from person to person
Blood is thicker than water	Family relationships are always stronger than other relationship
Better late than never	Things are better to happen late than never happening at all
When in Rome, do as the Romans do	Follow the local customs when you visit a foreign place
Don't count your chickens before they hatch	Don't make plans based on events that have not yet happened
Don't judge a book by its cover	Don't form an opinion about someone by their appearance
Don't put all your eggs in one basket	Don't risk everything on a single venture

9- Onomatopoeia: Onomatopoeia uses words that imitate sounds.

Effect: Onomatopoeia adds sensory details, making the writing more vivid and immersive.

Example 1:

- The bees buzzed around the flowers.

Example 2:

- The thunder rumbled in the distance.

10- Alliteration: Alliteration is the repetition of consonant sounds at the beginning of closely connected words.

Effect: Alliteration creates rhythm, adds musicality to the language, and makes phrases more memorable.

Example 1:

- Peter Piper picked a peck of pickled peppers.

Example 2:

- Her whispers are words of wisdom.

11- Assonance: Assonance is the repetition of vowel sounds in closely connected words.

Effect: Assonance adds a melodic quality to the language, creates internal rhyme, and enhances the overall sound of the writing.

Example 1:

- "The rain in Spain falls mainly on the plain." - Alan Jay Lerner (From the musical "My Fair Lady")

Example 1:

- Try to light the fire.

12- Consonance: Consonance is the repetition of consonant sounds within or at the end of words in a phrase or sentence.

Effect: Consonance adds a musical quality to the language and creates a sense of harmony.

Example 1:

- The pitter-patter of little feet." (The repetition of the "t" and "r" sounds in "pitter-patter" creates consonance.)

13- Sibilance: Sibilance is a specific type of consonance that involves the repetition of "s", "z", "sh" sounds (Hissing sounds).

Effect: Sibilance creates a hissing or whispering effect, often used to evoke a particular mood or atmosphere.

Example 1:

- She sells seashells by the seashore." (The repetition of the "s" and 'sh' sound in "sells," "seashells," and "seashore" creates sibilance.)

14- Rhyme: Rhyme is the repetition of similar or identical sounds at the end of words, often used in poetry or songs.

Effect: Rhyme adds musicality, rhythm, and structure to the writing.

Example 1:

"I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils." (From the poem "I Wandered Lonely as a Cloud" by William Wordsworth.

The end rhymes "cloud," "crowd," and "hills", "daffodils" create a pattern and enhance the musicality of the poem.

NOTICE THAT alliteration, assonance, consonance, sibilance, and rhyme are all determined by the **sound** of the repeated letters NOT by the letter itself.

15- Oxymoron: Oxymoron is a combination of contradictory terms for a dramatic or ironic effect.

Effect: Oxymoron creates tension, emphasizes contrasts, and challenges conventional thinking.

Examples:

- Bittersweet / Jumbo shrimp / Living dead / A farewell reception / Deafening silence / Pretty ugly / Awfully good / Alone together / Act naturally / Clearly confused

16- Repetition: Repetition refers to using the same words, phrases, or patterns over and over again.

Effect: Repetition makes something stand out, create a rhythm, or make it memorable. By repeating certain things, it helps to make an idea stronger, bring out strong feelings, or make the message more powerful.

Repetition appears in many forms. It can be repeating the same words or phrases, using the same grammar or sentence patterns, or even repeating whole lines or groups of lines. Each type of repetition has a specific reason and helps to make the writing or speech more effective and impactful.

Examples:

- **Love** conquers all. **Love** forgives. **Love** heals. **Love** brings us together.
- When I was a child, I spoke **as a child**, I understood **as a child**, I thought **as a child**.

17- Triplets (The rule of three): Triplets technique involves using three parallel words, phrases, or clauses together in a sentence or a series of sentences.

Effect: Triplets technique can make writing more engaging, memorable, and persuasive. It creates a sense of harmony and rhythm that can captivate the reader's attention and make the message more impactful.

Examples:

- "I came, I saw, I conquered."
- In this game, we need passion, dedication, and teamwork to win.
- In the city, she reveled in the bustling crowds, smelled the tempting aromas, and lost herself in the vibrant sights and sounds

Remember that figurative language is one of the **literary techniques** that can be used to enhance the writing and it adds to the depth of the sentences they are used in.

Practice 1

1- Underline the part(s) that includes a figurative language technique in each of the following sentences and identify its type. The first one is done for you.

1. The sun smiled down on the playground, warming the children's spirits with its golden rays of joy.

Answer: The sun smiled (1) down on the playground, warming the children's spirits (2) with its golden rays of joy (3).

(1) Personification
(2) Metaphor
(3) Metaphor
The whole sentence is a visual imagery.

2. The wind whispered secrets to the trees in the never-ending forest.

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3. The classroom was a beehive of activity, as students buzzed with excitement, their pens dancing across the pages.

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4. Time flew by as the teacher's words painted vivid pictures in the students' minds.

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5. The cat's eyes were sparkling diamonds, gleaming in the moonlight as it prowled silently through the night.

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6. The fire crackled and popped, sending sparks soaring into the sky like fiery fireworks.

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7. The soccer field was a battlefield, as players charged forward like fearless warriors. Their roar could be heard million miles away.

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8. The moon peeked out from behind a cloud, casting a silvery glow that turned the night into a magical wonderland.

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9. The clown's painted smile hid a world of sorrow, as laughter echoed through the circus tent.

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10. She stepped onto the soft, velvety sand, sinking with every footfall, as the waves whispered gently, "Come closer, come closer," in a seductive plea.

……

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Practice 2

Identify the figurative language used in each of the following sentences, explain it and show its effect as used in the context. The first one is done for you.

1. The rainbow stretched across the sky, like a bridge between two worlds.

Answer:

Figurative Language used: simile

Explanation: It's a simile in which the 'rainbow' is compared to a 'bridge' connecting two 'worlds'

Effect: The simile emphasizes the expansive nature of the rainbow, conveying the idea that it extended widely across the sky, creating a visual spectacle that seemed to connect two separate realms.

2. Her smile was a ray of sunshine, brightening up even the cloudiest days.

Figurative Language used: ……………………………………………………………………………………

Explanation: ……………………………………………………………………………………………………

Effect: ……

3. The magician confidently declared, "Watch closely as I make this rabbit disappear," as he clumsily dropped the rabbit from his hat.

Figurative Language used: ……………………………………………………………………………………

Explanation: ……………………………………………………………………………………………………

Effect: ……

4. I waited for ages in line for the amusement park ride to start.

Figurative Language used: ……………………………………………………………………………………………

Explanation: ……………………………………………………………………………………………………

Effect: ……

5. The old book sighed with nostalgia as it recounted the stories of its well-traveled pages.

Figurative Language used: ……………………………………………………………………………………………

Explanation: ……………………………………………………………………………………………………

Effect: ……

6. The door creaked open, emitting a dreadful sound that echoed through the empty hallway.

Figurative Language used: ……………………………………………………………………………………………

Explanation: ……………………………………………………………………………………………………

Effect: ……

7. She sadly watched as the most wonderful years of her life went by, teasing and laughing at her for being that weak.

Figurative Language used: ……………………………………………………………………………………………

Explanation: ……………………………………………………………………………………………………

Effect: ……

8. “Every adventure has its own risks. Let’s not worry about the risks now; We'll cross that bridge when we come to it.”

Figurative Language used: ……………………………………………………………………………………………

Explanation: ……………………………………………………………………………………………………

Effect: ……

9. The shimmering silver stream gracefully glided through the glowing green meadow.

Figurative Language used: ……………………………………………………………………………………………………

Explanation: ………

Effect: ……

10. He decided to resign; his manager's recent decisions were the last straw.

Figurative Language used: ……………………………………………………………………………………………………

Explanation: ………

Effect: ……

11. They were haunted by their own thoughts.

Figurative Language used: ……………………………………………………………………………………………………

Explanation: ………

Effect: ……

12. The towering, dense trees encircled the house as protective guardians, ensuring no secrets escaped their watchful presence.

Figurative Language used: ……………………………………………………………………………………………………

Explanation: ………

Effect: ……

13. The city was filled with hushed sounds, where loud whispers carried both sadness and hope.

Figurative Language used: ……………………………………………………………………………………………………

Explanation: ………

Effect: ……

Practice 3

1- Read the following extract and answer the questions.

Recharge

Every living being craves the refreshment of sleep. From tiny newborns to majestic elephants, from playful kids to cuddly koala bears, from wise grandparents to elusive jungle hippos, they all seek the relief of sleep. Like nourishing meals, sleep is an essential ingredient for survival.

During slumber, your body finds relaxation, preparing itself for the adventures of the upcoming day. It's akin to granting your body a mini-vacation, a chance to restore and refresh. Sleep is a sanctuary for your brain and it helps the brain to orchestrate its symphony of functions. While scientists unravel the mysteries of sleep, they speculate that it is during this time that the brain preserves information, replenishes its vital substances, and unravels the knots of complex problems.

The amount of sleep an individual needs varies with age. Babies, with their enchanting innocence, indulge in a blissful 14 to 15 hours of slumber. On the other hand, seasoned souls require a mere seven to eight hours of rest each night. Most children, those budding dreamers between the ages of 5 and 12, need 10 to 11 hours of nightly sleep.

Did you know?

- Absence of a single night's sleep can unleash a storm of irritability and clumsiness.
- After two sleepless nights, one's mental faculties falter, impeding simple tasks and hindering coherent thinking.
- Five nights without sleep usher in a haunting world of hallucinations, where illusions materialize before weary eyes.
- Eventually, deprived of sleep, the brain starts to lose its ability to direct the body, leading to a state where its instructions remain suspended—a testament to the brain's yearning for its own peaceful slumber, where it can catch those elusive ZZZs!

1. Name a figurative language technique used in line 3.

………

2. "*Sleep is a sanctuary for your brain and it helps the brain to orchestrate its symphony of functions.*" (lines 5-6)

The sentence above contains **two** different figures of speech. Identify each and explain it.

Figure of speech 1: ………

Explanation: ………

Figure of speech 2: ………

Explanation: ………

3. "…the brain preserves information, replenishes its vital substances, and unravels the knots of complex problems." (lines 7-9)

Which literary technique is used in the above sentence? Tick one box.

alliteration ☐

oxymorons ☐

repetition ☐

triplet ☐

4. *"…unravels the knots of complex problems"* (lines 8-9).

What is the figure of speech used in this sentence?

………

5. What figurative language technique is the phrase '*seasoned souls*' (Line 11) an example of?

………

6. Give a metaphor used in lines 12-13.

………

7. Identify the figurative language technique used in line 14, explain it and show its effect.

Figurative language technique: ………………………………………………………………………………………………………

Explanation: ………

Effect: ………

8. Identify the figurative language technique used in line 15.

………

9. The last word in line 21 is an example of ……………………………………… (complete the sentence with a figurative language technique)

2- Read the following extract and answer the questions.

The Illusory Truth

In the attic bedroom of young Oliver, darkness hung like a heavy curtain concealing the world outside. If he had been awake, he might have caught a peculiar sound—the delicate chirping of a nightingale, high above the house, blending with the silence. If he had peered through a magical telescope from the garden, he might have glimpsed the shimmering figure of the bird, bathed in the first rays of the timid sun, peeking at it from behind the horizon. The nightingale's melodic notes showered down upon the peaceful, dew-covered fields, tiptoed over the rooftops, and embraced the slumbering gardens. But in Oliver's bedroom, it merged with an even stranger noise—a mysterious, muffled whimper.

Oliver found himself imprisoned in a perplexing dream. In this dreamlike, a shadowy figure ascended the creaky attic stairs, drawing closer to him. Fingers tested the doorknob, unaware of the secret maneuver required. To unlock the door, one had to pull it towards oneself before pressing the latch—a trick known only to a select few. In Oliver's dream, the hand grappled with the latch, producing clicks and rattles, yet failing to yield.

Then, with a resounding clack, the latch surrendered, and the door swung open wide. Oliver lay frozen on his pillow, breath held captive within his chest. The room sank into prolonged darkness and silence, silence that was only interrupted by the faint sound of the nightingale.

Within the dream, a hand gently rested upon Oliver's shoulder. He turned his head and encountered a mysterious presence, looming over him with a haunting visage. At first glance, it resembled a majestic owl, its large, obsidian eyes fixed upon him. But how could it be an owl? It seemed as though the creature was dressed in a cloak of midnight shadows, as if it had traversed through a world of darkness to reach Oliver's attic sanctuary. Its cold, surreal touch on his shoulder was like that of a phantom.

But as Oliver's vision sharpened, he discerned that the hand upon his shoulder was not an owl's talon but a human hand, also veiled in the cloak of the night. Then, like a revelation blossoming in his dreamlike state, Oliver realized that this was no owl but a young girl, not much older than himself. The girl's trembling hand shook him, while her face contorted in anguish, tears streaming down her cheeks. "Awake, please awake!" she implored, her voice a desperate plea.

Her words reverberated, almost morphing into a cry for help, rousing Oliver from his slumber. He sat up, his heart racing in his chest. What an enigmatic and extraordinary dream it had been. Clutching his blankets close, he peered into the dimness, his gaze fixated on the door. Had it been ajar? He was certain the door had been securely closed, as it was every night. But if the door now stood open...

1. Look at this sentence.

"In the attic bedroom of young Oliver, darkness hung like a heavy curtain, concealing the world outside." (lines 1-2).

Tick **two** boxes to show what techniques are being used here.

alliteration ☐

hyperbole ☐

metaphor ☐

personification ☐

simile ☐

2. *"...he might have glimpsed the shimmering figure of the bird, bathed in the first rays of the timid sun."* (lines 4-5)

Identify **two** figurative language techniques used in the above sentence and write the part that contains them.

....

....

3. Find one examples of alliteration from lines 5-8.

....

4. The phrase *"imprisoned in a perplexing dream"* (line 9) is a metaphor.

What does it tell us about Oliver's state?

....

5. What is the phrase 'clicks and rattles' (Line 13) an example of?

....

6. Give a figure of speech used in line 14, explain it and show its effect.

Figure of speech: ....

Explanation: ....

Effect: ....

7. *"The room sank into prolonged darkness and silence, silence that was only interrupted by the faint sound of the nightingale."* (lines 15-16)

Identify **two different** figurative language techniques used in the sentence above.

....

8. What is the phrase *"cloak of midnight shadows"* (line 20) an example of?
Tick **one** box.

assonance ☐

metaphor ☐

personification ☐

simile ☐

9. Name one figurative language technique the writer has used in lines (21-22).

……

10. *"…tears streaming down her cheeks"* (lines 26-27).

Explain the metaphor used in the above phrase. What does it tell us?

……

……

11. Give an example of personification in line 29.

……

12. Name one figurative language technique the writer has used in the title of the story.

……

Practice 4

Ready to write Your Own?

Instructions:
Step 1: Read the following paragraphs.
Step 2: Understand the main idea and the tone of each paragraph.
Step 3: Rewrite the paragraph by including similes, metaphors, personification, or any other figurative language techniques to make it more expressive and vivid.
The first paragraph has been done for you.

1. The boy ran through the fields, his feet carrying him across the grass. The wind blew through his hair as he raced with happiness. The sun shone brightly, warming his face. With each step, he felt a sense of freedom, and his laughter was very loud. The fields stretched out before him; a large open space covered in green grass. He jumped over small obstacles, his energy never weakened. His heart beat fast because of joy. The boy enjoyed the simple pleasure of moving swiftly, his spirit lifted with every stride he took.

Example Answer:

As the boy sprinted through the fields, his feet danced across the emerald carpet. The wind embraced his hair, whispering secrets of swiftness. The sun beamed down, painting his face with a golden glow. With each stride, a symphony of liberation played in his heart, and his laughter cascaded like a babbling brook. The fields unfurled before him, a vast tapestry of green velvet. He soared over obstacles like a nimble gazelle, his energy an everlasting flame. His heart galloped with delight, a wild stallion in his chest. The boy savored the pure ecstasy of fleetness, his spirit taking flight with every majestic step he embarked upon.

2. The girl embarked on an adventure in the sea, driven by her curiosity. As she moved further into the water, gentle waves touched her feet. The air carried the taste of salt, and a cool breeze brushed against her face. Exploring the depths, she encountered a variety of colorful fish swimming nearby. Sunlight reflected off the water's surface, creating shimmering patterns. Along the sandy ocean floor, she discovered hidden treasures, filling her with awe. Every moment immersed in the sea's beauty left a lasting impression, etching cherished memories in her heart.

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3. The family entered a haunted house, not knowing what eerie secrets were there. The door made noisy sound as they cautiously opened it. The air was heavy with strange smell that sent chills down their spines. Shadows moved along the walls, creating an unsettling atmosphere in the dimly lit rooms. As they ventured further, whispers of ghostly tales could be heard from unseen corners. The floorboards made a loud sound under their feet, showing how old the house is. Each room held a sense of mystery, with old furniture covered in dust. The family felt a mix of fear and curiosity as they explored the ghostly dwelling. The presence of the supernatural could be sensed, filling them with a combination of apprehension and fascination.

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LESSON 2 | LANGUAGE

TOPIC 2 | FORMAL AND INFORMAL LANGUAGE

it is important to recognize that language can vary depending on the situation and the people we are communicating with.

Formal language is used in professional and academic settings and it has its own characteristics and features.

Informal language is more commonly employed in casual conversations with friends and family and it has its distinctive features.

By understanding the characteristics and appropriate usage of formal and informal language styles, we can navigate different contexts with ease and communicate effectively.

Understanding Formal and Informal Language Style

Formal and Informal Language are two writing styles that have different impact on the readers. The below table illustrates the key differences between formal and informal style:

Area of comparison	Formal Language	Informal Language
Definition and usage	-Used in professional academic, and official settings. -It adheres to strict grammar rules, complex sentence structures, and avoids colloquial expressions.	-Informal language is used in casual, everyday conversations and non-professional settings. - It allows flexibility in grammar and embraces colloquial expressions.
Grammar	-Follows rules of standard grammar and syntax. -Phrasal verbs are mostly avoided	standard grammar rules and syntax are not strictly followed -Phrasal verbs are commonly used
Vocabulary and language	Uses specialized vocabulary specific to a particular field or industry (technical vocabulary and advanced vocabulary) and mostly avoiding figurative language.	Uses everyday language including slang, idiomatic expressions, figurative language and colloquial one. It avoids technical or advanced vocabulary.
Sentence Structures	Employs longer clauses and more complex sentences with a variety of clauses and subclauses.	Employs shorter clauses and simpler sentences that are easier to understand.
Voice	Uses passive voice to describe actions or events	Uses active voice to describe actions or events.

Area of comparison	Formal Language	Informal Language
Politeness	Typically uses more polite expressions to show respect to the audience.	May use less polite, chattier and casual expressions, depending on the context and audience.
Pronouns	Often employs third person pronouns instead of (second or first person pronouns), creating a more formal and distant tone.	May use more first and second person pronouns to create a more personal and engaging tone.
Numbers	Typically uses words to express numbers, particularly for small numbers (less than 10)	May use numerals instead of words to express numbers, particularly for larger numbers.
Punctuation	Tends to use more punctuation and follow stricter formatting rules like semicolons or colons to separate clauses	You can use dashes and ellipsis more casually instead of strictly adhering to punctuation and formatting rules.
Contractions	Generally, avoids contractions Example: “It is nice to see you.” is used instead of “it's nice to see you.”	Uses contractions and elision freely to save time and convey a more casual tone. Example: “We'll go for a picnic.” is used instead of “We will go for a picnic.” -‘cause is used instead of because (elision)
Abbreviations	Generally avoids abbreviations Example: “mathematics” is used instead of “math”.	Uses common abbreviations Example: “mo.” can be used instead of ‘moment’.
Directly addressing the reader	Readers are not directly addressed or commanded (Neither second person pronouns nor imperative verbs are used).	Readers are casually addressed using second person pronouns, rhetorical questions and imperative verbs.
Application	-Academic writing (research papers, essays). -Business communication (emails, reports). -Legal documents (contracts, agreements).	-Casual conversations with friends and family. -Text messages and social media posts. -Informal emails to colleagues or acquaintances.

N.B. ‘Elision’ or ‘omission’ is omitting a word from a sentence or omitting a letter from a word; this is considered as ‘non-standard English’ and is used in the informal writing.

The Effect Formal and Informal Style Creates

Formal language has got various impacts:

- creates a sense of professionalism, seriousness, and authority, particularly in formal or academic contexts, where a more informal tone may feel inappropriate or disrespectful.
- conveys a sense of precision, clarity, and attention to detail, which can be important for communicating complex or technical information accurately and unambiguously.
- establishes a distance between the writer and the reader, which can be useful for maintaining objectivity, avoiding emotional or biased language, and creating a sense of respect.

Informal language has got various impacts:

- creates a sense of intimacy and between the writer and the reader, making the reader feel more connected to the writer and the message they deliver.
- engages the reader and creates a chatty friendly tone which makes the information easier to be accepted and acquired.
- conveys a sense of humor, playfulness, or creativity, which can be effective for engaging the reader's attention and keeping them interested.

Practice 1

Step 1: Read text A and B.

Text A

The Cheetah: Speed, Adaptations, and Conservation Challenges

The cheetah (Acinonyx jubatus) is a remarkable big cat inhabiting the grasslands of Africa and a portion of Iran. Known for its unmatched speed, the cheetah can reach up to 70 miles per hour (113 kilometers per hour) in short bursts, thanks to its slender body, long legs, and non-retractable claws, which allow for exceptional acceleration and maneuverability. Adorned with black tear stripes and a tawny coat dotted with round black spots, this striking feline blends seamlessly into its grassland habitat. As an apex predator, the cheetah plays a vital role in maintaining ecosystem balance. However, it faces threats such as habitat loss, human-wildlife conflict, and poaching, earning it a vulnerable status according to the IUCN. Conservation efforts are crucial to protect this iconic species and preserve its ecological significance.

Text B

Speed Demons of the Savanna: The Cheetah's Wild Ride!

Check out the cheetah, the coolest big cat out there! These guys roam around the grasslands of Africa and even parts of Iran. They're crazy fast, reaching speeds up to 70 miles per hour (113 kilometers per hour) when they want to show off— unbelievable, isn't it?! With their slim bodies, long legs, and claws that don't retract, they're like lightning on the move. And hey, have you seen their style? Black tear stripes and a tawny coat covered in cool black spots. They blend right in with their grassy homes. Talk about being fashion-forward! As top predators, cheetahs have a big job in keeping the ecosystem balanced. Unfortunately, they're facing some tough challenges like losing their homes, conflicts with humans, and even poaching. That's why we need to step up and protect these amazing cats. Let's keep the cheetahs running wild and free!

Step 2: Answer the following questions.

The information in text A and B is the same, but the language style used is different.

Complete the following table of comparison according to your view of the two texts. The first one is done for you.

Vocabulary and figurative language	
Text A	
Features	Answer: Advanced and technical vocabulary that doesn't have any emotional impact No figurative language is used
Examples	Answer: Adaptations – Conservation – Acinonyx jubatus – portion –retractable – acceleration – adorned – feline – ecological

Vocabulary and figurative language	
Text B	
Features	Casual and colloquial vocabulary that has an emotional impact Figurative language is present
Examples	Coolest – guys – roam – crazy fast– they're like lightning on the move – hey step up – amazing

Sentence Structure

Text A

Features	…… ……
Examples	Known for its unmatched speed, the cheetah can reach up to 70 miles per hour (113 kilometers per hour) in short bursts, thanks to its slender body, long legs, and non-retractable claws, which allow for exceptional acceleration and maneuverability.

Sentence Structure

Text B

Features	Mostly simple sentences and shortened clauses
Examples	…… ……

Punctuation

Text A

Features	…… ……
Examples	“However, it faces threats such as habitat loss, human-wildlife conflict, and poaching, earning it a vulnerable status according to the IUCN.”

Punctuation

Text B

Features	…… ……
Examples	…… ……

Pronouns	
Text A	
Features	
Examples	

Pronouns	
Text B	
Features	First, second, and third person pronouns are present in the text.
Examples	

Voice	
Text A	
Features	
Examples	

Voice	
Text B	
Features	
Examples	

Directly Addressing the Reader

Text A

Features	…………………………………… ……………………………………
Examples	…………………………………… ……………………………………

Directly Addressing the Reader

Text B

Features	…………………………………… ……………………………………
Examples	…………………………………… ……………………………………

Contractions

Text A

Features	…………………………………… ……………………………………
Examples	…………………………………… ……………………………………

Contractions

Text B

Features	…………………………………… ……………………………………
Examples	…………………………………… ……………………………………

Step 3: Identify the language styles in which each of text A and text B is written.

Text A style: ....

Text B style: ....

Practice 2

Read the following extract and answer the questions.

Lake Awesome!
Mind-blowing facts, folks!

Check out Lake Awesome, surrounded by humongous mountains! Believe it or not, this is the oldest lake on the planet. Most freshwater lakes are youngins, less than twenty thousand years old, but hold on to your hats, 'cause this bad boy has been around for more than twenty-five million years! It stretches for a whopping 640 kilometers through southeastern Siberia, just a stone's throw north of the Mongolian border. And let me tell you, it may not be the biggest lake out there, but it's got depth, baby! Over 1600 meters deep, making it the deepest lake on Earth. But wait, there's more! It holds a fifth of all the fresh water in the world—more than any other freshwater lake on this rock we call home. Move over, Great Lakes of North America, 'cause Lake Awesome is taking the crown!

Now let's dive into the wild side!
This lake's deep, icy waters are a happening place, teeming with thousands of different plants and critters. You won't believe your eyes! The secret sauce here is the oxygen—this lake's got it in abundance, and that means a whole bunch of plants and critters can call these depths home. It's like an all-you-can-eat buffet for nature!

But wait, there's more!
Get ready for some serious clarity, my friends. Lake Awesome's waters are crystal clear, like a freaking mirror! You can see down a mind-boggling 40 meters below the surface. And guess what? It's all thanks to the crayfish party happening down there. These dudes are the cleanup crew, munching on algae and other gunk that would make the water cloudy. They're like underwater superheroes, keeping the visibility top-notch!

Hold on tight, 'cause here come the weird and wonderful!
This incredible lake is home to some seriously strange and unique creatures. We're talking about nerpa, the one and only freshwater seals on the planet. These fellas have a secret power—they've got two extra liters of blood pumping through their veins, giving them a super boost of oxygen. With that kind of advantage, they can dive a mind-blowing 300 meters below the surface and stay underwater for a jaw-dropping 70 minutes! Incredible, right?

So, there you have it, folks! Lake Awesome is breaking all the records with its ancient age, stunning depth, abundant life, crystal clear waters, and bizarre inhabitants. It's a slice of paradise you won't find anywhere else. Dive in and let the wonder wash over you!

1. Identify two different features of the informal writing used in the subtitle.

………

2. Using colloquial vocabulary is one of the features of informal language.
Give one example of colloquial vocabulary from line 2.

………

3. Give one example of elision from the first paragraph.

………

4. In this text, the writer employs punctuation to add a sense of informality.
Give two examples from lines 11-14.

………

………

5. *'Get ready for some serious clarity.'* (line 16)
What informal language technique is used in the above sentence?

………

6. *'...but hold on to your hats.'* (Line 3)
What is the above phrase an example of?

………

7. From lines 15-20, find two examples of contraction.

………

8. Why has the writer chosen to write in an informal style?

………

9. Re-write the following parts of the text using formal language.

a. “Believe it or not, this is the oldest lake on the planet. Most freshwater lakes are youngins, less than twenty thousand years old, but hold on to your hats, 'cause this bad boy has been around for more than twenty-five million years! It stretches for a whopping 640 kilometers through southeastern Siberia, just a stone's throw north of the Mongolian border.”

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b. “But wait, there's more!
Get ready for some serious clarity, my friends. Lake Awesome's waters are crystal clear, like a freaking mirror! You can see down a mind-boggling 40 meters below the surface. And guess what? It's all thanks to the crayfish party happening down there. These dudes are the cleanup crew, munching on algae and other gunk that would make the water cloudy. They're like underwater superheroes, keeping the visibility top-notch!”

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10. Complete this table of the features of informal writing with examples from the text.

Feature	Example from the text
Use of the second person	(1) …………………………………………………………
(2) …………………………………………………………	"We're talking about nerpa…"
"The secret sauce here is the oxygen"	(3) …………………………………………………………
Use of colloquial vocabulary	(4) ………………………………………………………… (5) …………………………………………………………
(6) …………………………………………………………	"But wait…"
Use of questions	(7) …………………………………………………………

LESSON 2 | LANGUAGE

TOPIC 3 | PERSUASIVE LANGUAGE

Have you ever wondered how some people are able to convince others to see things their way or take a particular action? That's where persuasive language comes into play. Persuasive language is a powerful tool used to influence and sway opinions. It involves carefully chosen words and techniques designed to make others believe in a certain viewpoint or take a specific course of action.

Persuasive techniques can be used in writing, public speaking, advertising, marketing, or any other form of communication where the goal is to persuade or influence others.

Persuasive Language Techniques

There are many features that distinguish the persuasive language. The most common of these features / techniques are presented in this acronym:

DAFORESTI

D Direct address which means speaking directly to the audience, using pronouns like "you" to engage them personally.

Example: "It's an adventure you'll never forget about and it'll stick to your memory for a long time."

A Alliteration and anecdotes which is

Alliteration: the repetition of initial consonant sounds in a series of words to create emphasis or memorable phrases and to make the sentences memorable.

Anecdotes: a short personal story or narrative that is used to illustrate a point or support an argument. By sharing a relatable or memorable personal experience, anecdotes can help to engage the audience on an emotional level and make the message more persuasive.

Example: 'The big balloon burst with a loud bang.' (Alliteration)
- "When I was a child, I had one dream — exploring the space. I struggled for it and reached it…"

F Facts and Figurative language

Facts: Presenting factual information, data, or evidence to support arguments and add credibility.
Figurative language: Using figurative language techniques.

Example: "Smoking causes lung diseases." (Fact)

-Aruba is a paradise on earth. (Figure of speech)

O Opinions: Sharing personal opinions or perspectives to influence the audience's perception of a topic.

Example: "In my opinion, this is the best coffee shop in town."

R Repetition and Rhetorical questions

Repetition: repeating words, phrases, clauses to add emphasis and grab attention to their importance.

Rhetorical questions: Asking questions that do not require an answer, intended to provoke thought and engage the audience.

Example: Freedom is a human right. Freedom is a human need. Freedom is a must for all. (Repetition)

Example: Ever imagined standing on the highest point of the earth? (Rhetorical question)

E Emotive language, Exclamation marks and Exaggeration (Hyperbole)

Emotive language: Using words and phrases that evoke strong emotions or feelings in order to sway opinions. Using powerful adjectives that suit the topic and the message you want to convince your reader with helps with making the language emotional.

Exaggeration: Magnifying or overstating something beyond its actual or literal level.

Example: The heart-wrenching story of the orphaned puppy touched the hearts of the entire community. (Emotive language, using phrases like 'heart-wrenching, orphaned and puppy evokes the readers' emotions.)

Example: "You can wait for eternity to get your product, or you can simply call us!" (Exaggeration 'hyperbole' and exclamation mark)

S Statistics: Using numerical data or statistics to provide evidence and strengthen arguments.

Example: “Our product is proven to reduce wrinkles by up to 50% in just 4 weeks.”

T Triples (The rule of three): Using three related words, phrases, or ideas together to emphasize a point or create a memorable impact.

Example: “Our product is **effective**, **affordable**, and **easy** to use.”

I Imperatives: Using commanding verbs to encourage the audience and urge them to adapt your opinion / take the action you want them to carry out.

Example: “Hurry up and book yourself a seat!”

Practice 1

Read the following extract and answer the questions.

Surfing Spectacular: Ride the Waves at AquaBliss Surf Fest!

Are you ready to embark on an aquatic adventure like no other?

AquaBliss Surf Fest makes its grand splash onto the global surfing scene! This highly anticipated event will unleash a tidal wave of excitement, bringing together surf enthusiasts from around the world for an unforgettable celebration of wave-riding mastery.

Nestled along the sun-kissed shores of Paradise Bay, AquaBliss Surf Fest takes place in a surfer's paradise, where azure waters meet golden beaches. Prepare to be captivated by the rhythmic roar of crashing waves and the invigorating scent of salty sea air that fills the atmosphere.

World-renowned surfers and water sport legends will meet at this stunning coastal haven, showcasing their awe-inspiring skills and pushing the boundaries of what's possible on a board. Marvel at their grace as they carve through towering waves, defying gravity with breathtaking maneuvers that seem almost otherworldly.

But AquaBliss Surf Fest isn't just for the pros! —it's a celebration of the surfing spirit that welcomes riders of all levels. Whether you're a seasoned wave-chaser or a curious beginner, there's something for everyone at this incredible event. Take part in exhilarating surf clinics led by experienced instructors, who will guide you through the fundamentals, help you learn the tricks of riding the waves with style and confidence, make you enjoy every moment of the ride.

For those seeking a more competitive edge, prepare to witness the adrenaline-fueled Surf Fest Championships. Watch in awe as skilled athletes battle it out in thrilling heats, their passion and determination on full display as they vie for the coveted title of AquaBliss Surf Fest Champion. The atmosphere will be motivational, as cheers and applause echo across the shoreline, fueling the competitors to push their limits and ride the waves to glory.

Beyond the exhilarating surf sessions, immerse yourself in a vibrant beachside festival atmosphere. Indulge in tantalizing flavors from local food vendors, savor refreshing tropical beverages, and sway to the rhythm of live music that sets the perfect vibe for an unforgettable beach party.

And if you're in the market for the latest surf gear and apparel, look no further than the Surf Expo. Explore a bustling marketplace showcasing cutting-edge equipment, stylish beachwear, and innovative surfing accessories. Whether you're in need of a new board, trendy apparel, or simply want to get your hands on the latest surf gadgets, the Surf Expo has you covered.

So, fellow wave riders and adventure seekers, get ready to ride the surging tide of excitement at AquaBliss Surf Fest. Embrace the freedom of the ocean, feel the rush of catching the perfect wave, and join a global community of surf enthusiasts who share your passion for the sea. This is your opportunity to create an unforgettable experience, an unforgettable adventure, and an ever-lasting memory. Forge lifelong connections, and become part of the ever-evolving legacy of the surfing world. Dive in and let AquaBliss Surf Fest be the highlight of your aquatic journey!

****

1. Identify the persuasive technique in line 1.

……

2. Some persuasive techniques are used in the headline.
Name two of them.

……

3. Give three examples of emotive language used in the first paragraph (Lines 1-4).

……

4. Name two persuasive techniques the writer uses in lines 6-7 and give an example for each from the mentioned lines.

Technique 1: ………………………………………………………………………………………………

Example 1: ………………………………………………………………………………………………

Technique 2: ………………………………………………………………………………………………

Example 2: ………………………………………………………………………………………………

5. *"…defying gravity with breathtaking maneuvers that seem almost otherworldly."* (Line 11-12)
Which persuasive technique is used in the above phrase? Tick one box.

Commanding language ☐

Factual statements ☐

hyperbolic statements ☐

speaking directly to the reader ☐

6. Give one example of triplets from lines 13-17.

……

7. *"So, fellow wave riders and adventure seekers..."* (line 31)

What persuasive technique does this sentence demonstrate?

……

8. Give one example of repetition from lines 31-37.

……

9. The writer uses language to persuade the reader to join the waves surfing festival at AquaBliss. Complete the table below.

Persuasive Language	Example from the text
Directly addressing the reader	(1) …………………………………………… ……………………………………………
(2) …………………………………………… ……………………………………………	"But AquaBliss Surf Fest isn't just for the pros!"
Triplets (From lines 27-37)	(3) …………………………………………… …………………………………………… …………………………………………… ……………………………………………
(4) ……………………………………………	"The atmosphere will be motivational." (Line 21)
Alliteration (Lines 23-26)	(5) ……………………………………………

Practice 2

Are you Able to Persuade?

Make the ideas of each of the following sentences more persuasive using the persuasive techniques. Feel free to use what it takes you to persuade your readers. The first one is done for you.

1. Reading is important for gaining knowledge.

Example answer: Unlock the limitless power of knowledge and expand your horizons through the magical world of reading.

2. We should recycle to help the environment.

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3. It's important to eat healthy food.

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4. Visit the New Egyptian Museum.

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5. We should limit our screen time.

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6. I think we should have longer recess breaks.

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7. We have to stop bullying.

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8. Every contribution counts in times of crisis.

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9. Spreading awareness about pet adoption is important.

……

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10. Sport is important for youth.

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LESSON 2 | LANGUAGE

TOPIC 4 | MEGA LANGUAGE

Dear learners, our aim in this lesson is to thoroughly cover all language techniques, empowering you with the knowledge to confidently tackle any potential question related to them. Consider it a healthy overdose of language. Let's dive in and embrace this enriching experience together.

Language is an expansive and boundless ocean, brimming with treasures and endless possibilities that defy enumeration. Within this vast expanse, we encounter a multitude of elements—words, imageries, figures of speech, punctuation, grammar, and sentence structures—each constituting the intricate fabric of "LANGUAGE." And yet, this list merely scratches the surface of its boundless nature.

Even the letters that form words can be wielded to create profound effects. One such technique involves the **bold** emphasis of certain words—a powerful tool within the realm of language.

1- **Bold** formation of the word serves various purposes, including:

- **Emphasizing and highlighting:** By placing a word in bold, we draw attention to it, making it stand out prominently. This technique allows us to emphasize the significance and value of a particular word, underscoring its importance within the context.

Example:

-The **bravery** of the firefighters during the rescue operation was truly commendable.

-The **key ingredient** in this recipe is what gives it its unique flavor.

- **Captivating attention:** The strategic use of bold words captures the reader's attention, forcings them to pay closer attention to the emphasized element. This technique serves to guide their focus and ensures the essential message is effectively conveyed.

-The museum displayed a remarkable **collection** of ancient artifacts.

Bold words are usually used in the headlines and subheadings of texts.

2- The capitalization of all the letters of specific words is another language technique that has its own effects:

- **Emphasizing and highlighting:** Capitalizing all the letters of a word amplifies its visual impact, making it stand out prominently.

Example:

-The RULES must be followed by every individual in the organization.

- **Signifying importance or significance:** When specific words are capitalized entirely, they signify their importance within the given context.

Example:

-The most essential aspect of any relationship is TRUST.
-And finally, we have a BREAK.

- **Creating a sense of authority or formality**: Full capitalization lends an air of authority or formality to words or phrases.

Example:

-BY ORDER OF THE COURT, you are hereby required to appear for jury duty.

- **Showing surprise:** Full capitalization can also be used to convey surprise or astonishment. When unexpected or astonishing elements are capitalized, it visually reflects the intensity of the emotion or the unexpected nature of the information.

Example:

-Mum entered the house hiding something behind her back — the PUPPY I've always longed for!
- Are you sure that his MAJESTY has chosen me to carry out this mission!

3- Using *italics*: By altering the font style into *italics*, we provide visual emphasis and guide the reader to pay particular attention to the italicized elements.

- **Emphasizing and highlighting:** Italicizing specific words draws attention to them and emphasizes their significance.

Example:

-The *epic* adventure took them to unexplored territories.

- **Indicating foreign words or unfamiliar terms:** Italics are commonly used to highlight foreign words, phrases, or unfamiliar terms that may require explanation or clarification.

Example:

- The French word for "thank you" is *merci*.

- **To show contempt or humiliation:** italicising some specific words can sometimes reflect contempt or underestimation.

Example:

- "Do you live in *this house*? Oh, dear!"
- "Don't forget who you are. You're just a *clerk* in my company."

- **Regret:** italicising can be used to show regret upon an action.

Example:

- "If only I had made a *different* choice that day."
- "It was *me* who caused all this trouble. I am awfully sorry."

Remember that identifying the effect of any of the language techniques depends mainly on the context they are used in.

CAMBRIDGE CHECKPOINT ZONE

VOCABULARY AND LANGUAGE

Equipped with knowledge and practice, success is YOURS to unveil!

Text 1 / April 2024 Paper 1

LEGO

You've probably seen or heard of LEGO bricks. But have you ever wondered where this children's toy comes from or why it's called LEGO? Actually, the name is much older than the little plastic bricks that you might know. Let me tell you the story...

Ole Kirk Christiansen, born in 1981, was a skilled carpenter who lived in Billund, Denmark. He owned his own company, but times were extremely tough and, eventually, he had to dismiss his employees.

Shortly after, Ole's wife passed away. Ole was tasked with looking after his four sons alone, and he knew he had to provide for them. In his free time, he began crafting and making wooden toys for his children. One of the most loved toys was a duck. Ole's creation made his sons so happy that they convinced him he should make toys for a living. He used the leftover wood from his carpentry business, and never looked back.

Despite the quality of the toys, sales were poor at first. Then, his 12-year-old son, Godtfred Kirk Christiansen, began helping in the business. He was an invaluable support to his father. Soon, word began to spread that wonderful wooden toys were being produced in Billund. The company became busier and busier, and Ole was able to re-hire his former workers.

It was now time to think of a name for the business. In 1934, the company adopted the name LEGO, formed from the Danish words 'LEg Godt' (play well). In the late 1930s, LEGO began to make a profit. With such high sales, it seemed nothing could go wrong.

This was not the case, though. In 1942, disaster struck when the LEGO factory burned to the ground. All the drawings and models were destroyed, and everybody was devastated. However, with Ole's determination, production began again and, in 1946, he bought a plastic-moulding machine for toy production. Ole began to make tiny teddy bears and babies' toys. In 1949, LEGO began manufacturing their first building bricks, which the company is now known for.

On a business trip to England in 1954, Godtfred met the manager of a big shopping centre. They talked about toys and the fact that there was a lack of simple construction toys for children. An idea born in the mind of Godtfred Kirk Christiansen — the LEGO System. This is a system of interlocking plastic building bricks which has helped children across the globe to build their own worlds and develop their creative skills. Sales grew rapidly and the company expanded.

The brick in its present form was launched in 1958 and is still unique, offering limitless possibilities. It's just a matter of freeing the imagination. LEGO's Duplo line was introduced in 1969. It's a range of simple blocks whose lengths measure twice the width, height, and depth of standard LEGO blocks, and are aimed at younger children. Almost 10 years later, LEGO produced the first mini-figures which have since become a staple in most sets.

LEGO has now been named 'Toy of the Century' twice. Their products have developed a lot over the years – but the foundation remains the traditional, hardwearing LEGO brick.

Question

4. Look at the fourth paragraph (lines 15–19).

(a) Give one word which means 'low' in this paragraph.

.... [1]

(b) Ole could not have managed without his son's help.
Give a two-word noun phrase that tells us this.

.... [1]

(c) Why does the writer repeat the word busier?

.... [1]

5. Look at the fifth paragraph (lines 20–23).
What do we learn about the name LEGO? Tick one box.

It is a combination of words from the Danish and English languages. ☐

It was chosen because it is similar to the boy's name, Godtfred. ☐

It was chosen because it describes the purpose of the product. ☐

It is a phrase put together without gaps. ☐

[1]

6. Look at the sixth paragraph (lines 24–29).

(b) Give one word which means 'very upset'.

.... [1]

7. Look at the seventh paragraph (lines 30–36).

(a) Look at the third sentence. What literary technique is used?

.... [1]

Text 2 / April 2024 Paper 2

Text for Section A, an extract from *How to Fool Your Parents* by Pete Johnson

Tuesday February 25th

4.30 p.m.

I'd like to make a full confession.

I, Louis – full name Louis the Laugh – did at approximately 3.45 p.m. today say, 'Sir, I am so incredibly sorry and I would like to volunteer for an extra detention* right here, right now.'

Am I ashamed of myself? Totally. But I had no choice. You see, I'm in an incredibly desperate situation. No, really…Just hear me out.

It was the last lesson of the day, physics. Yawn! It was with Mr Duncan (known to all as Dunky). Double yawn.

Well, I was feeling drowsier and drowsier. But I really only meant to rest my eyes for a moment. Most unfortunately my head then slipped down onto my chest…

A power nap is the technical term for what happened next. And if Dunky had left me alone, I'd have woken up all refreshed – and ready to learn more. Instead he hissed down my ear, 'You can't sleep in my class.'

'If you didn't speak so loudly I could,' was what I longed to reply. But I knew this was a moment which required tact. So I tried to explain that I'd only taken a very brief power nap.

But he wasn't listening. Instead sarcasm* dripped from him as he creaked, 'I'm very glad you've decided to re-join us. Your contributions to the class are so vital' – the class all chortled away at this (I never say a word in his lessons) – 'and I will see you at the end of the lesson to discuss your sleeping arrangements.'

And later I approached Dunky, smiling bravely. He rose up from his desk. He's very tall and immensely thin, with a long but somehow scrunched-up face, a truly mouldy grey beard and the tiniest eyes you've ever seen – like two little raisins* glaring down at you.

I had to somehow get on Dunky's good side, as I needed him to do me a massive favour. A truly hopeless mission you might think, and you'd be right. But I had to achieve the impossible.

That's why, when he announced that I had a double detention tomorrow, I gushed, 'Thank you so much, Mr Duncan, I so deserve it.'

Then I uttered the words I told you about before and I can't bear to repeat ever again.

And guess what Dunky said after my truly amazing offer. Nothing. He merely pointed a gnarled hand at the desk in front of him.

And ever since, I have been sitting here, filling page after page with lines*. And I didn't stop once – well, not until he tottered off for a moment.

HOLD UP. He's coming back.

More soon.

4.50 p.m.

I proudly took my lines up to Dunky. 'Five and a half pages there,' I said. 'And no hardship at all. Just happy to be here with you.' He hardly even glanced at what I'd written.

So I said, 'I want to assure you, Mr Duncan, your lesson wasn't any more boring than usual. I mean, it wasn't boring at all,' I added hastily. 'In fact, it was fascinating. Especially …' I tried to remember one thing he'd said and couldn't, so spluttered, 'Well, there were so many highlights I can't pick just one.' Then I smiled winningly at him.

Glossary
*detention: keeping a student in after class or after school as punishment
*sarcasm: using words to mean the opposite of what they usually mean in order to be funny
*raisin: a small dried grape, often used in baking
*lines: a school punishment where students must repeatedly copy out one line of text

Question

1. Look at lines 2–11.

(b) Give one example from lines 2–9 where Louis is talking directly to the reader in an informal tone.

.... [1]

2. Look at lines 14–23.

(a) Give one word which means:

(i) the ability to say something in a way that won't make people angry:

.... [1]

(ii) laughed:

.... [1]

(c) Which literary techniques are used in these lines? Tick two boxes.

alliteration ☐

metaphor ☐

onomatopoeia ☐

repetition ☐

rhyme ☐

[2]

3. Look at lines 24–32.

(c) Give one simile from this section.

.... [1]

(d) Give one verb from these lines which implies that Louis spoke quickly.

.... [1]

6. Look at lines 41–49.

(a) Give one word which means ‘trouble’.

.... [1]

Text 3 /Progression Test 2024 Paper 1

Food waste

From time to time, we're all guilty of leaving leftovers on our plate – whether it's because we aren't enjoying our meal, feeling full or trying to avoid eating our yucky vegetables. It's normal, right? No big deal. Well actually, food waste is a global environmental issue that is a big deal and needs resolving – and here's why.

What is food waste?

Food waste refers to any food products that are thrown away as opposed to being consumed. Typically, this waste can be split into four categories:

- By-product waste – food by-products created through the manufacturing of food types or the domestic cooking process, for example peels and trimmings from fruit and veg.
- Expired products – food items (that are often packaged in plastic) that have gone past their sell-by date*in shops and supermarkets and shouldn't be consumed.
- Leftovers – the waste that is created from unwanted food remains in our households or in places like restaurants, aeroplanes, etc.
- Bakery products – unsold food items that spoil quickly.

What are the main causes of food waste?

There are many different causes of food waste. However, the leading causes are:

- shops, supermarkets, or restaurants ordering too many products that do not sell
- poor education about food waste
- lack of awareness of expiry dates.

Why is food waste a problem?

Food waste presents a significant problem due to the volume of waste that's produced each year. In fact, in the EU* alone, it's estimated that 89.2 million tonnes of food are thrown away annually. The vast majority of food waste ends up in landfill sites*which are already full to overflowing. Many people don't view this as an issue because food items, unlike most plastics, degrade naturally over time. However, it contributes heavily to global warming and the erosion of the ozone*layer. This is because food waste releases a great deal of methane gas as it breaks down. According to a recent report, methane is 25 times more harmful than CO2 because it can trap much more heat within the atmosphere.

Food wastage, moreover, is morally wrong. To put it simply, we throw away millions of dollars' worth of food each year – even though about 690 million people across the globe are undernourished. Just think about that for a moment!

How can we reduce food waste?

The food industry needs to change its ways. But meanwhile, there are various ways in which you can encourage your parents or carers to go about reducing your food waste. Here are some suggestions:

- encourage whoever cooks to pre-plan meals so they know exactly what to buy from the supermarket and don't buy unnecessary groceries
- persuade adults to look carefully at sell-by dates when shopping to make sure they'll use the groceries in time
- set up your own compost heap in your garden
- find your green fingers and start your own vegetable patch
- check the fridge regularly and make adults aware of all sell-by dates.

You might think that these small changes are too trivial and insignificant to make a difference. Well actually, it's estimated that around 60% of food waste comes from the home, so any small change is a change in the right direction.

Glossary
*sell-by date: the date given on food when it is recommended it should be sold by
*EU: European Union
*landfill site: a place where rubbish is buried in the ground
*ozone: a gas

Question

1. Look at the first paragraph (lines 2–6).

(a) Give one phrase which means the same as occasionally.

…… [1]

(c) Give one phrase which means the same as unimportant.

…… [1]

2 Look at lines 7–18.

(b) Give a three-word phrase which means 'food served but not eaten'.

…… [1]

5. Look at lines 39–49.

(b) Look at line 48. What literary technique is the phrase green fingers? Tick one box.

simile ☐

idiom ☐

rhyme ☐

alliteration ☐

[1]

(c) What does this phrase mean in the text?

…… [1]

Text 4 /Progression Test 2024 Paper 2

Text for Section A, an extract from *Tales of the Unexpected* by Roald Dahl

Billy is a young travelling salesman working for a large company. He has arrived in a town he has never been to before. It is evening and he only has a little money. He is looking for a cheap place to stay.

Billy was seventeen years old. He was wearing a new navy-blue overcoat and a new brown suit, and he was feeling fine. He walked briskly down the street. He was trying to do everything briskly these days. Briskness, he had decided, was the one common characteristic of all successful businessmen.

There were no shops on this wide street that he was walking along, only a line of tall houses on each side, all of them identical. They had porches and pillars and four or five steps going up to their front doors, and it was obvious that once upon a time they had been swanky residences. But now, even in the darkness, he could see that the paint was peeling from the woodwork on their doors and windows, and that the handsome white facades* were cracked and blotchy.

Suddenly, in a downstairs window that was brilliantly illuminated by a street-lamp, Billy caught sight of a printed notice. It said BED AND BREAKFAST. There was a vase of yellow chrysanthemums*, tall and beautiful, standing just underneath the notice. He stopped walking. He moved a bit closer.

Green curtains (some sort of velvety material) were hanging down on either side of the window. The chrysanthemums looked wonderful beside them. He went right up and peered through the glass into the room, and the first thing he saw was a bright fire burning in the hearth. The room itself, so far as he could see in the half-darkness, was filled with pleasant furniture. There was a baby-grand piano and a big sofa and several plump armchairs.

After dithering about in the cold for two or three minutes, Billy decided that he would walk on. He turned to go. And a queer thing happened. He was in the act of stepping back and turning away from the window when all at once his eye was caught and held in the most peculiar manner by the small notice that was there.

BED AND BREAKFAST, it said. BED AND BREAKFAST, BED AND BREAKFAST, BED AND BREAKFAST. Each word was like a large black eye staring at him through the glass, holding him, compelling him, forcing him to stay where he was and not to walk away from that house, and the next thing he knew, he was actually moving across from the window to the front door of the house, climbing the steps that led up to it, and reaching for the bell.

He pressed the bell.

Far away in a back room he heard it ringing, and then at once, it must have been at once because he hadn't even had time to take his finger from the bell-button, the door swung open and a woman was standing there. Normally you ring the bell and you have at least a half-minute's wait before the door opens. But this dame*was like a jack-in-the-box. He pressed the bell – and out she popped! It made him jump.

She was about fifty years old, and the moment she saw him, she gave him a warm welcoming smile.

'Please come in,' she said pleasantly.

Glossary
*facade: the front of a building
*chrysanthemum: a type of flower
*dame: an American word for a woman

Question

5. Look at lines 25–28.

(b) Give two synonyms for strange from this paragraph.

- ....
- ....

[2]

Text 5 / October 2023 Paper 1 (Text A)

Text A

The extraordinary ways that animals sleep

There are as many different types of sleeper as there are animal varieties on the planet. There are dozers, dreamers, nappers and hardcore dead-to-the-worlders. Prepare to snuggle up with this gaggle of amazing comatose creatures.

Dozing dolphins

Dolphins face a bit of a problem as they spend their whole lives in the water, but as mammals they need to breathe oxygen to survive. How do they juggle this when unconscious? Dolphins shut down half of their brain, which rests, while the other half is alert and looking out for any potential hazards. As they do this, the dolphin will lie on the surface of the water in a behaviour known as 'logging'.

Forty winks whales

It was always thought that whales also engaged in this 'brain half asleep' behaviour. They may well do, but researchers discovered something extraordinary about the sleep habits of sperm whales. They came across a group of them completely asleep and bobbing vertically in the water like a strange aquatic forest. The whales didn't react as the scientists approached them and seemed completely oblivious* until a boat nudged one, at which point they all awoke and fled.

Slumbering sea otters

We've all seen the adorable pictures of sea otters holding paws while asleep to ensure they don't float away from each other. Just in case they're concerned about the grip, otters also anchor themselves to each other with seaweed. As many as 100 otters have been spotted floating in the ocean, wrapped in kelp, like some giant furry raft.

Non-energetic elephants

Elephants only manage about two hours of sleep per day, and that's not even a concentrated block of shuteye. They tend to nod off for a few minutes at a time throughout the day. Possibly because of this, most of their sleeping is done standing up, with just the occasional recumbent* slumber. Interestingly, captive elephants, with no predators or poachers to worry about, sleep many hours more.

Glossary:
oblivious: not aware of anything
recumbent: if something is recumbent, it is lying down

Question

2. Look at the second paragraph (lines 7–11).
Explain why logging is an appropriate word to describe what the dolphins are doing. Give two ideas.

- ....
- ....

[2]

5. Look at the final paragraph (lines 27–32).

(a) To avoid repeating the noun 'sleep', the writer uses synonyms. Give two nouns that are synonyms for the noun 'sleep' from this paragraph.

Synonym 1: ....

Synonym 2: ....

[2]

Text 6 / October 2023 Paper 2

Text for Section A, an extract from *Lampie* by Annet Schaap

Lampie lives with her father, who is a lighthouse-keeper.

****

By the time dusk falls, the lamp must be lit. It is always the girl who lights it. Every night, she climbs the sixty-one steps, opens the rusty little door, lights the wick, winds up the mechanism that turns the lamp, shuts the door, and the job is done.

It was hard work when she was younger, but now her arms have grown strong and her legs can easily climb up and down the steps twice a day. Three times if she forgets the matches. That happens sometimes, and her father always grumbles at her.

'It's almost dark and the lamp's not lit! What if a ship is lost, child? What if it runs aground on the rocks and it's all my fault? No – all your fault! Hurry up! Climb those stairs! Or should I just do it myself?'

'I'm on my way,' the girl mutters, taking the matches from the drawer. The box rattles quietly. There's only one match left.

Must buy more matches tomorrow, she thinks. Don't forget.

***

The girl knows though, that remembering can be difficult. She always has so much inside her head: songs, stories, things she has to learn, things she wants to forget but that keep coming back.

As she climbs the stairs, she comes up with a little trick. What was it she wanted to remember? Oh yes. In her mind, she picks up a matchbox and then places it on a table in the middle of her head – with a little lamp shining onto the box, so that it will be the first thing she sees when she wakes up tomorrow morning. Or so she hopes.

Think of a lamp, Lampie, she tells herself.

Because that's her name. Lampie.

Her real name is Emilia. But that had been her mother's name too. And her father had always found it annoying when two people looked up when he called the name. So he calls her Lampie instead.

'You're not the brightest of lights though, are you, Lampie?' he always says whenever she forgets something.

***

Lampie climbs upstairs with the last match. She has to be very careful. It must not go out before the lamp is lit, because then... Shipwrecks and an angry father. She is not sure which would be worse.

'Lampie!' Her father's voice is loud, even though it is coming from sixty-one steps below. 'The light! NOW!'

Usually he has been asleep for ages by this time of day, snoring away in his chair. But not tonight. She strikes the match. A tiny, useless spark. And again. This time there is a proper flame. That's good. She cups her other hand around the match and brings it to the wick. Come on! The flame hesitates a little, before growing bigger.

'Flame, flame, burn hot and quick.
Drink the oil and eat the wick!'

She quietly sings to herself, as she looks into the bright light. She could feel a bit of a knot in her stomach before, but it is starting to loosen now.

Wind up the mechanism, done.
'Matches, matches, must buy matches,' she sings as she walks back down the stairs. Must remember to buy matches.

***

But still, she forgets.

Question

3. Look at the third paragraph (lines 11–13).

(b) In the third paragraph the word lost has two possible meanings. What are the two meanings?

Meaning 1: ....

Meaning 2: .... [2]

7. Look at lines 27–31.

(b) What is the father saying about his daughter when he uses the phrase ‘You’re not the brightest of lights…’?

.... [1]

10. Look at lines 42–43.
In the song, the flame is personified. Identify two different ways the flame is personified.

Way 1: ....

Way 2: .... [2]

11. Look at the idiom ‘She could feel a bit of a knot in her stomach…’ (lines 44–45).
What does the idiom tell us about how she was feeling?

.... [1]

Text 7 / April 2023 Paper 1 (Text A)

Text A

Birdwatching* holidays for beginners

You've got your binoculars* and your boots and you're buzzing to begin! A birdwatching holiday is a fantastic way to discover new birds. However, it can be hard to decide on the best birdwatching holiday for you. Here are some questions to help you.

Where do I want to go?

We offer a selection of birding tours that take place in different locations around the world. Do you want to start off your new hobby somewhere close to home or would you prefer to go further away – possibly even abroad?

How long a trip do I want?

Birdwatching trips can range from a one-day to a month-long tour. If you're a complete beginner, you may choose to start with a short trip of a day or two. But perhaps you would still prefer to dive straight in with a longer visit? Both have advantages – it all depends on what you're looking for.

How much travelling around do I want to do?

Some tours are aimed at helping you see as many different or unusual birds as possible on your trip. This can mean visiting many different natural habitats in the same day – a lake, mountains, a forest or the coast. Dashing from one to the next can be exhilarating but exhausting. If that sounds too stressful, then choose a birdwatching holiday that is centred on one place where you can study the local birds in detail.

What else do I want to do while I'm there?

Some birdwatchers want to spend all of their time behind their binoculars. Then again, others might prefer some time to explore the local area. For those, we offer optional trips to places of cultural interest. If you want more information, don't hesitate to talk to the trip leaders. After all, they know the best places to see and are always happy to help with arrangements.

Glossary
*birdwatching: the hobby of observing birds in the wild
*binoculars: special glasses for looking at something far away

Question

1. Look at lines 3–10.

(a) Look at the first sentence. It uses both repetition and onomatopoeia. Name one other figurative language technique the writer uses here.

.... [1]

2. Look at lines 11–15.

Find a short phrase which means *to begin to do something enthusiastically.*

.... [1]

3. Look at lines 16–22.

(b) Explain the meaning of the phrase 'Dashing from one to the next'.

....

.... [2]

Text 8 / April 2023 Paper 1 (Text B)

Text B

Mozart is famous for writing music. Something that he is less well-known for is his unusual pet – a starling*!

Mozart was born in Austria in 1756. Despite dying at the young age of thirty-five, he still wrote over six hundred pieces of music. His final opera*, The Magic Flute, includes a character named Papageno, who attracts birds by playing tunes on his flute. A quiet little man with a good heart, Papageno only wants one thing: to find a partner for life – just like starlings do!

As a child, Mozart was a true musical prodigy*. At the age of seven, he was playing in concerts all over Europe and by the time he was twelve, he had written three operas.

When he was twenty-five, Mozart moved to Vienna. One day, he was walking past a pet shop near his home when he heard a bird singing a tune similar to one that he had written himself. ‘That is amazing!’ he thought and so he bought the bird – a starling – and took it home as a pet.

We’ll never know who came up with the melody first, but it is a well-known fact that starlings can copy the songs of other birds. Perhaps Mozart’s tune was whistled by someone walking past the pet shop… it may even have been Mozart himself!

Glossary
*starling: a kind of bird
*opera: a play set to music
*prodigy: a young person with an amazing talent

Question

8. Look at lines 4–11.

(a) The writer is impressed by how much music Mozart wrote.
Give one word which tells us this.

.... [1]

9. Look at lines 12–18.

(c) Give one example of an adverb used to show that something is surprising.

.... [1]

Text 9 / April 2023 Paper 2

Text for Section A, an extract from The Good Thieves by Katherine Rundell.

Vita's grandfather lives in another country. He has a problem, and Vita and her mother have come to help.

Vita set her jaw and nodded at the city in greeting, as a boxer greets an opponent before a fight. She stood alone on the deck of the ship. The sea was wild and stormy, casting salt spray thirty feet into the air, and all the other passengers on the ocean liner, including her mother, had taken sensible refuge in their cabins.

But it is not always sensible to be sensible.

Vita had slipped away and stood out in the open, gripping the rail with both hands as the boat crested a wave the size of an opera house. So it was that she alone had the first sight of the city.

'There she is!' called a deck hand*.

New York climbed out of the mist, tall and grey-blue and beautiful; so beautiful that it pulled Vita forwards to the bow of the boat to stare.

*****

They took a cab from the docks. Vita's mother carefully counted out a handful of coins, and gave the driver the address. 'As close as we can get for that, please,' she said, and he took in her carefully mended hems* and nodded.

When the money ran out, they walked. They went as fast as Vita could go, suitcases in hand.

'There!' said Vita's mother. 'That's Grandpa's flat.'

'It all looks very … smart,' said Vita. 'Are you sure this is the place?

'I'm sure,' said her mother. 'He's on the top floor, right under the roof. It'll be a squeeze, but it's not for long.' Their return ticket was booked for three weeks' time.

'Come on!' Her mother's voice sounded unnaturally bright. 'Let's go and find him.'

The lift was broken, so Vita half ran up the stairs to Grandpa's apartment, jerkily, ignoring the pain in her left foot. She came to rest, breathless, outside the door.

*****

Vita's mother came, panting, up the final flight of stairs. She opened the door, and Vita went tearing down the hall.

'Grandpa!'

'Rapscallion!' He stood and Vita hurled herself into his arms, and he laughed, winded by the impact.

'Julia,' he said, as Vita's mother came in, 'I only got your telegram three days ago, or I would have stopped you–'

Vita's mother shook her head. 'Just try to hold us back, Dad.'

'It's good to see you. But there was no need.'

Julia pushed Vita towards the door. 'Go and find your room, darling,' she said.

'It's the one at the end of the corridor,' said Grandpa. 'More of a cupboard than a room, I'm afraid,' he said, 'but the view is very fine.'

Vita went slowly down the corridor, her suitcase in hand. She noticed how the floorboards squeaked; how the paint peeled from the wall. She pushed at the door. It stuck; she kicked it with her stronger foot. It flew open scattering thin shards of plaster.

The room was so small she could practically touch all four walls at once, but it had a window looking out over the street. Vita sat on the bed and tried to think.

Question

2. Look at the first sentence. How does Vita feel about arriving at her destination? Tick one box.

excited ☐

relieved ☐

annoyed ☐

determined ☐

[1]

5. (a) Look at lines 10–15.

Give a short phrase which means ‘left quietly, without being noticed’.

.... [1]

(b) Give one example of personification from this section.

.... [1]

10. Look at line 26.

What does the phrase ‘unnaturally bright’ tell us about how Vita’s mother was feeling?

.... [1]

12. Look at line 36.
What does Vita’s mother mean? Tick **one** box.

‘You can’t prevent us, Dad.’ ☐

‘You can make more effort, Dad.’ ☐

‘You shouldn’t hide things from us, Dad.’ ☐

‘You should show your emotions, Dad. ☐

[1]

Text 10 / 2023 Progression Test Paper 1 (Text A)

Text A

The Titanic

The Titanic was the world's largest passenger ship of its time but it sank after hitting an iceberg* during its first voyage in 1912.

The Titanic, which was built in Belfast, Northern Ireland, was the most impressive and luxurious ship of her time. She was the biggest, too, measuring 28 metres wide, 53 metres tall and 269 metres long – that's about the length of three football fields! After three years in construction, the ship was ready for the ocean by the end of March 1912.

On 10 April 1912, the Titanic set out on her maiden voyage across the Atlantic Ocean. As she set sail, the Titanic had 900 crew members and over 1300 passengers. These included holiday-makers, businessmen and people who wanted to start a new life in the US.

Life on board the Titanic depended on who you were and how much money you had. Wealthy people travelled in first class, located at the top of the ship. They enjoyed delicious food in an elegant dining room and had access to lots of facilities. Second-class accommodation consisted of cabins with two or four beds, limited storage, a sink and a mirror. Second-class passengers could also enjoy a library and a nice restaurant. The third-class facilities, at the bottom of the ship, were much more basic. Cabins there held up to ten people and food was served three times a day in a simple dining room. The big downside was that all 700 passengers had to share two bathtubs!

Around midnight on day five of her maiden voyage, an iceberg loomed out of the darkness. Too big to quickly change direction, the Titanic scraped along the ice, tearing holes in her side. The captain and crew knew that the collision meant the Titanic would sink in just hours. At around 2 a.m. the vessel broke into two, sending everyone still on board into the freezing water. There were only enough lifeboats to hold around half the people on board. More than 1500 people lost their lives on the Titanic that fateful night.

Glossary
*iceberg: a floating mountain of ice

Question

2. Look at the second paragraph.

(a) Give one phrase that means first trip.

.... [1]

4. Look at the third paragraph.

(b) What does elegant mean? Tick **one** box.

expensive ☐

stylish ☐

entertaining ☐

sociable ☐

[1]

5. Look at the fourth paragraph.

(a) The writer uses language that tells us something frightening suddenly appeared. Which verb tells us this?

.... [1]

(b) Give a synonym for ship.

.... [1]

Text 11 / 2023 Progression Test Paper 1 (Text B)

Text B

The Titanic Quarter – Belfas

Yesterday, I visited the part of Belfast known as the Titanic Quarter, and it was a magnificent experience! My visit started with Paul, who is one of the most well-informed guides I've ever met, and whose knowledge of facts relating to the famous ship is simply remarkable. First of all, he walked our group all around the outside of the beautiful building the Titanic Museum is set in, and explained its architecture and link to the Titanic.

It seems only right that Belfast gets to tell its part in the ship's story. In the museum itself, every little detail from the ship's design to its sinking has been covered. It really immerses you, both in the extent of the human tragedy and the industrial history of the era.

As well as the information boards and films, there are plenty of interactive screens that bring the whole story to life. There's a lot to read – perhaps some of the display boards could have larger print as they're difficult to see if there are too many people around. Among the items on display is the range of tableware that each class of passenger on the ship used.

The Titanic Quarter's definitely worth a visit. The tours are sensibly priced, giving great value for money. Make sure you pop into the restaurant for a bite to eat before you leave. It serves quality local Irish dishes. And if you're anything like me, you'll probably want to go home and watch the Titanic film all over again!

Question

8. Look at the second paragraph.

(a) Which literary technique is used in this paragraph? Tick **one** box.

onomatopoeia ☐

personification ☐

rhyme ☐

simile ☐

[1]

(b) Give a synonym for a very sad event.

.... [1]

Text 12 / 2023 Progression Test Paper 2

Text for Section A, an extract from The House of One Hundred Clocks by A. M. Howell.

Helena grasped the bars of the domed birdcage resting on her lap until her fingers ached. Mr Westcott was staring into the cage with an odd kind of intent that danced a shiver across the back of her neck. His rake-thin frame leaned forward across the desk, his eyes narrowing. 'You omitted to say in your acceptance letter that you were bringing...a...bird,' he said, his cheeks tightening as he glanced first at Helena's father, and then at Helena.

Mr Westcott's sister stood beside him in a high-waisted silk dress the colour of peaches, her gloved hand resting on the back of his chair. They had the same small sapphire blue eyes. Miss Westcott's eyes were crinkling into a smile as they looked at Helena. Mr Westcott's were not.

Helena's skin bristled as she glanced at her father, who was sitting bolt upright in his chair, his shoulders taut.

'Jack and Jill went up the hill. Pail of water. Snicker-squawk!'

Mr Westcott's forehead furrowed at the bird.

'Shush,' Helena murmured, reaching through the brass bars and running a finger down her parrot's shimmery green-blue tail feathers. Mr Westcott had called her mother's parrot 'a bird'. Except he wasn't just any old bird. Orbit was a Blue-fronted Amazon. It was important Mr Westcott knew that, but Helena sensed now was not quite the right time to give him a lesson on exotic creatures.

Miss Westcott's eyes twinkled. 'What an amusing parrot,' she said in a sing-song voice.

'My sincere apologies, Mr Westcott. And to you too, Miss Westcott,' Helena's father said, throwing Helena a look which she interpreted to mean, Keep that parrot quiet or else. He pulled at his close-clipped beard. 'There was so little time, and you made it clear in your correspondence that you were in urgent need of a timekeeper and clock conservator. Wherever my daughter Helena goes, her parrot goes too.'

Mr Westcott stood up to turn and face a large window, which overlooked Trumpington Street and beyond, to a tapestry of colour blooming behind the railed gardens of a university college. He folded his arms and a small huff expelled from his mouth. Noises from outside carried through the glass. A horse and cart rumbling. The pounding of children's footsteps and peals of laughter. Bicycle bells clamouring. Helena closed her eyes for little more than a blink – long enough to imagine herself outside in the fresh air and out of the oppressive wooden room, where everything seemed dull and dusty.

'Oh, brother dearest,' Miss Westcott said lightly. 'What harm will a parrot do?'

Helena frowned. Mr Westcott did not seem too fond of birds, but at least his sister was a trifle more amenable. Memories of Orbit's arrival four years ago sprang into her head. Father had gladly spent more than a month's wages on the parrot as a birthday present for her mother. The shopkeeper had suggested a fancier (and more expensive) parrot with golden plumage, but Mother would not be dissuaded. 'Thank you, sir, but I do not desire this parrot for his looks, it is his voice and personality that amuses me. I have a feeling he will be the perfect addition to our small family,' her mother had said with a broad smile. And she had been right.

Question

1. Look at lines 3–14.

(a) Give one word that means *held tightly.*

.... [1]

(b) The phrase *danced a shiver across the back of her neck* tells us how Helena feels in front of Mr Westcott. How does she feel? Tick **one** box.

cold ☐

nervous ☐

disappointed ☐

jealous ☐

[1]

Question

3. Look at lines 17–29.

(c) What literary technique is close-clipped an example of?

.... [1]

4. Look at lines 30–38.

The writer uses different words and phrases to describe the sounds that Helena can hear from the street. Give two examples.

- ....
- .... [2]

Text 13 / April 2022 Paper 1 (Text A)

Text A

Are you cut out for space?

Want to be an astronaut? Of course you do. Who wouldn't want to float around in space, gazing back at our gorgeous blue planet in the distance and zooming to work on a speeding rocket? But it can be tough out there. Have you got what it takes to fly in space?

What is an astronaut?

It sounds a ridiculously easy question. An astronaut is someone who flies in space, right? Well, yes – but it's pretty difficult to say where space actually starts. If you fly straight up from Earth, you'll get to space eventually. But before you do, there's a blanket of gases (the Earth's atmosphere) which gets thinner until it fades into nothing. After that, you're in space. But because the gases fade out gradually, it's hard to say where the Earth's atmosphere ends. So, scientists have invented an imaginary line – the Karman line – 160 kilometres above the Earth. That's where space officially starts. Get past that line and you can think of yourself as an astronaut.

Into space

But getting to the Karman line is a problem. Not many people have spaceships, as they're the most expensive form of transport there is. Luxury cars like Rolls Royces? Private jets? They're dirt cheap compared to your average spacecraft.

Who's paying?

To get a ride into space, you'll have to do one of these things:

- work for a government space agency

Government space agencies are the number one employers of astronauts.

- become a billionaire…

With eye-watering sums of money, you can go into space as a tourist.

- …or just work for one

Be a pilot for one of the few billionaires with their own space travel company and you could fly the rich to space!

- win a competition

Some people have won tickets into space. But none of them have flown yet, so don't hold your breath.

Question

1. Find an example of onomatopoeia in the first paragraph (lines 1–4).

…… [1]

6. Give a phrase from Text A that means the same as 'very low-priced'.

…… [1]

8. Find a phrase from Text A that means the same as 'it's unlikely to happen soon'.

…… [1]

10. (a) Text A is written in an informal style.

Complete this table of the features of informal writing with examples from Text A.

Feature	Example from the text
Shortened clauses	'Get past that…'
Use of the second person	(i) …………………………………………………………
(ii) …………………………………………………………	who's, wouldn't, don't
Use of questions	(iii) …………………………………………………………

[3]

(b) Why has the writer chosen to write in an informal style?

…… [1]

Text 14 / April 2022 Paper 2

Text for Section A, an extract from ‘Cowboy showdown’ by Chris Blake

At the museum where his dad works, Tom is helping to set up an exhibition about the Aztecs. The Aztecs were an ancient people who lived in Central America during the 14th and 15th centuries. Tom and his dad are just arriving in the Aztec room.

****

Tom gasped. He felt as though he had just stepped back in time to Ancient Mexico. There were still several unpacked crates and boxes, but the things that had been unloaded were amazing.

He pointed to a model of a twin pyramid with a squared-off top. ‘What’s this?’ Before Dad could reply, a woman appeared in the doorway. ‘Dr Sullivan, there’s a call for you,’ she said.

‘I’ll be right back,’ said Dad, heading to the office. ‘Take a look round, but be careful and don’t touch anything.’

Tom studied the displays. He saw clay statues with wide mouths and big ears, sword-like weapons and documents written in a strange language. There was even a carved wooden box that looked like a treasure chest.

In a corner, he found a wooden cylinder carved with strange symbols. The label explained it was a drum that belonged to the rain god, Tlaloc, who would bang it to create thunder! Beside it lay two mallets*.

‘This I’ve got to hear!’ thought Tom. He reached for one of the mallets, then quickly drew back his hand. Tom knew the rules but his fingers were itching. It was as if the drum were begging him to play it. He knew he shouldn’t but he was just too curious.

Tom glanced around the room to be sure there was nobody else in the room. Then he picked up a mallet and gently swung it down.

To his shock, an enormous roll of thunder exploded from the drum. Suddenly, Tom wasn't alone any more.

Standing in front of him was a blue girl wearing a feathered headdress. 'You freed me from that drum!' the girl exclaimed, throwing her arms around Tom. 'Thank you!'

Tom stepped back.

'I didn't mean to do anything,' said Tom.

Once again, the museum was rocked by an ear-splitting thunderclap. Heavy rain began to fall...inside the museum!

Another rumble of thunder shook the room. A second stranger appeared. This one had blue skin and fancy feathers. Only he was enormous!

Zuma looked nervous. Tom could only stare.

'He's Tlaloc, the rain god,' she whispered.

Tlaloc picked up the wooden drum and the rain stopped.

'Zuma! You have escaped your prison after five hundred years!' Tlaloc roared. 'But you are not free yet!'

The rain god pointed one huge finger at the treasure chest. The lid lifted with a loud creak, and six shiny coins rose out of the chest and sailed across the room. They landed with a jangle in his palm.

'You must find these six coins in order to win your freedom,' Tlaloc announced. He waved his hand and a powerful wind gusted through the room, bringing with it a thick white mist. Tlaloc tossed the coins into the mist. For a moment, they spun, shining in the air. Then the wind howled again and they vanished.

‘What’s happening?’ Zuma cried, her feathered headdress flapping wildly.

Tom was pretty sure he knew what was coming next. ‘Grab my hand,’ he shouted, ‘and hold on tight!’ 45

‘I’m not sure where… or when… we’ll land,’ Tom shouted above the howl of the cyclone*. ‘But – it’s going to be an adventure!’

Glossary
*mallets – wooden hammers
*cyclone – windstorm

Question

1. How does Tom feel when he arrives in the Aztec room? Tick one box.

worried ☐

annoyed ☐

confused ☐

surprised ☐

[1]

Question

5. What is ‘It was as if the drum were begging him to play it’ (lines 16–17) an example of? Tick **two** boxes.

simile ☐

rhyme ☐

alliteration ☐

personification ☐

onomatopoeia ☐

[2]

9. Look at lines 23–25.

What does the girl’s behaviour tell us about how she feels? Tick **one** box.

She feels

grateful. ☐

angry. ☐

hesitant. ☐

proud. ☐

[1]

Question

12. Look at lines 35–39.

Give three words which describe sounds.

- ....
- ....
- .... [3]

14. Match each verb below with an explanation:

	moved irregularly
rose (line 38)	
	moved quickly
sailed (line 38)	
	moved up
spun (line 42)	
	moved smoothly

[3]

Text 15 / 2022 Progression Test Paper 1 (Text A)

Text A

Gerald Durrell was a famous naturalist. As a child, he collected lots of different animals. Kokino, a local fisherman, liked to help him. In this autobiographical account, Gerald tells us about one very exciting day.

One morning, I was looking through a pile of seaweed and Kokino came over to help me. There was the usual assortment of squids the size of a matchbox, crabs and tiny fish. Suddenly, Kokino picked something out of tangled seaweed and held it out to me. I could hardly believe my eyes, for it was a seahorse*. Browny-green, it lay on Kokino's hand, gasping, with its tail coiling and uncoiling frantically.

Hurriedly, I snatched it from him and plunged it into a jar which was full of sea water. To my delight it righted itself*, its tiny fins fluttering. Feverishly, I scrabbled through the rest of the weed. I was soon rewarded, for in a few minutes, I had six seahorses in the jar.

Thrilled by my good luck, I raced back to our villa. I knew that the oxygen in the jar would not last long and, if I wanted to keep them alive, I would have to move quickly. Carrying an aquarium*, I ran down to the sea again, filled the bottom with sand and dashed back to the villa with it; then I had to run down to the sea again three times with buckets to fill it up with the required amount of water. I began to wonder whether the seahorses were worth all this trouble.

But as soon as I tipped them into the aquarium, I knew that they were. I had anchored a small, twiggy branch in the sand, and as the seahorses plopped out of the jar they righted themselves and then they sped round and round the aquarium, their fins moving so fast that you could not see them. After that, they all made for the branch, wrapped their tails round it lovingly, and stood there gravely at attention. The seahorses were an instant success with all the family. Even Larry used to watch them zooming and bobbing around their tank.

*Glossary
seahorse – a small fish that swims in an upright position and has a head like a horse
righted itself – turned the right way up
aquarium – a glass tank for keeping fish

Question

2. Give one phrase which means ‘amazed’.

.... [1]

5. Give two verbs from Text A which mean ‘to run quickly’.

- ....
- .... [2]

8. Give one phrase that tells us that Gerald’s relatives immediately liked the seahorses.

.... [1]

Text 16 / 2022 Progression Test Paper 1 (Text B)

Text B

The Children's Guide to Nature-watching

Urban environment

Towns and cities can be great places for watching wildlife. In some places, they are even better than the surrounding countryside because parks, gardens and waste ground provide a range of habitats that may no longer exist elsewhere in the area.

In general, if you are looking for wildlife in towns and cities, try to find the oldest, untidiest places. Neat, modern places have less wildlife. Lakes in city parks, and rivers running through towns, are great for birds, and you may even see dragonflies, ducks or frogs there.

Buildings

Some urban wildlife, from nesting sparrows to bats and sometimes even hedgehogs, depends on buildings. Some birds may roost in towns in winter because it's warmer there than in the countryside. Tall buildings can also provide nesting sites for birds of prey, kestrels for instance, and seemingly empty corners of building sites can have all sorts of insects and wild flowers. Even cracks in pavements or walls will be colonised by wild flowers. Don't think of them as just weeds – they are a valuable food source for many insects.

Enjoy life

The key for the urban wildlife watcher is just to keep your eyes open. And when you spot something, try to find out a bit about it and enjoy it for its own sake. It's alive, it's here and it's fascinating!

Question

13. Look at the third paragraph (lines 9–15).

(a) Give one verb from the text which means 'rest' or 'sleep'.

.... [1]

14. Look at the last paragraph (lines 16–18).

(a) Give one phrase which means 'to watch carefully for something'.

.... [1]

(b) In the last sentence, how does the writer emphasise the excitement of seeing wildlife?

- ....
- .... [2]

Text 17 / 2022 Progression Test Paper 2

Text for Section A, an adapted extract from Shadowsea by Peter Bunzl

First there was darkness.

Then patches of watery green light.

Then fish, whole schools of them. With luminous fins bright as knives, glowing scales that shimmered like armour.

They swam past the shadow of a submarine base.

The base was the shape of a giant rusted wheel, with spokes that ran from the exterior to its centre. Parts of it were unfinished – the ties that bound it to the seabed still under construction. Rising from the hub was a tower.

Through the tower's only porthole, a blond boy of thirteen with bright, inquisitive eyes could be seen sitting on the cabin floor. The boy was humming a tune to himself – a tune that matched the buzzing in the walls – as he worked on a miniature wagon. Jar lids made up the wagon's wheels, flattened cans its carriage. It had pencils for axles and wire for its yoke*.

When he was done, the boy plucked a white mouse from his pocket and tied it to the wagon. He placed the mouse on the floor and it tottered forward on tiny red paws, pulling the wagon behind it.

After a moment it broke into a run, skittering beneath a table, where two adults, a man and a woman with the same blond hair and inquisitive eyes as the boy, sat working.

The boy chased the mouse under the table and followed it out the door.

Hot on its heels, he ran down the passageway.

The mouse crossed grates and vents and wove beneath pipes, sticking close to the walls. It clattered its cart past damp bulbous diving suits that stank of the sea, tumbled across galleys and mess halls where crew members sat eating.

Still the boy chased it.

Finally, it ran through a crack where a door stood slightly ajar.

In the room beyond, row upon row of mice scrabbled about in cages.

The white mouse stopped in the centre of the spotless floor.

The boy crouched, mouth half-open, stretching out a hand to pick it up.

A swish of a skirt.

A shiny leather shoe stepped across his path.

The boy glanced up. ‘Hey, Aunt Matilda!’

A gaunt-faced woman with short slicked-back hair, wearing a white lab coat and goggles pushed back on her head, was putting on a pair of rubber gloves. ‘That’s Professor Milksop to you.’

Professor Milksop scooped up the mouse and dropped the cart unceremoniously on the floor. ‘This rodent’s valuable. You should never have taken it from the lab.’

‘He looked sad,’ the boy said. ‘I named him Spook, on account of his colouring. He looks like a Spook*, don’t ya think?’

The boy glanced at the mouse, scrabbling in the professor’s hand.

It squeaked softly.

‘Don’t be naming them,’ the professor said. ‘Name a thing and you start to have feelings for it.’

‘Go back to your quarters now, Dane. You shouldn’t be here.’

The professor kicked aside the cart and headed for a second, lead-lined door at the end of the room.

*Glossary
yoke: used to attach an animal to a cart
spook: ghost

Question

3. Look at lines 1–8.

(a) Give one word which means ‘groups’.

.... [1]

(b) The phrase bright as knives is a simile.

What does bright as knives tell us about the fish?

.... [1]

5. Look at lines 17–26.

(b) Give one verb which is a synonym for how the mouse runs.

.... [1]

(c) Give one phrase from the text which means ‘moving quickly, close behind’.

.... [1]

7. Look at lines 36–47.

(a) Give one two-word phrase which makes the mouse seem weak and helpless.

.... [1]

(b) Give a phrase which shows that Professor Milksop did not care for the vehicle which the boy made.

.... [1]

Text 18 / October 2021 Paper 1 (Text A)

Text A

The Redwood Parks

Come and see the world's tallest trees!

The Redwood Parks are a World Heritage Site, protecting nearly half of the world's old Redwood trees. Some of these champion trees grow to be more than 113 metres tall. This land of towering giants will amaze and delight you. There is nothing like it anywhere else on Earth!

Look around – you are standing among giants! See the Giant Sequoias and Giant Redwoods for yourself by taking a trip with Mercury Travel. We guarantee to make this a trip of a lifetime.
Here are some more astounding facts to tempt you to make that booking …

The Giant Redwoods

These enormous trees are known as both Giant Redwoods and Coastal Redwoods. They thrive in the humid climate of the Northern California coast. These dramatic plants have been on our planet for an astonishing 240 million years, and each individual tree can live to be 2,000 years old! Wow! How incredible is that?

By visiting the Redwood Parks with us – Mercury Travel – you can touch living history.

The Giant Sequoias

These immense trees only grow along the western slope of the Sierra Nevada Mountains – an area of stunning natural beauty.

Although they reach an impressive height (up to 76 metres tall), Giant Sequoias are usually shorter than Redwoods. What they lack in height, however, they make up for in width. You cannot believe your eyes! Giant Sequoias grow to nine metres in diameter – thereby outweighing a Giant Redwood. The largest tree in the world is known as General Sherman, a Giant Sequoia weighing a staggering 1.2 million kilos. Don't miss out on seeing this record breaker.

So visit the Redwood Parks with us – be inspired; be amazed!

Reserve your tickets online with Mercury Travel.

Question

1. Complete the sentence below with one word.

Redwood trees are described as champions because they are the................................ trees on Earth.

[1]

3. Look at this sentence: 'Look around – you are standing among giants!' (Line 6)

The phrase 'you are standing among giants' makes you feel that you are in the park.

Give two more phrases from Text A that do this.

- ....
- ....

[2]

4. Give one word from Text A that shows that Giant Redwoods do well in a part of California.

.... [1]

6. Look at lines 17–18.

What does the writer's use of the word only tell us about the Giant Sequoias?

.... [1]

Question

9. Look at this sentence: 'These enormous trees are known as both Giant Redwoods and Coastal Redwoods.' (Lines 10–11)

The word *enormous* is an adjective describing the huge size of the trees. Give two more adjectives from Text A that describe the size of the trees.

- ....
- ....

[2]

10. The writer wants you to remember the name Mercury Travel.

Explain how the writer emphasises the name in the text. Give two explanations.

- ....
- ....

[2]

Text 19/ October 2021 Paper 1 (Text B)

Text B

Trees are extremely important for our world. They provide wood for all sorts of things and pulp for making paper. Many trees produce fruits and nuts. Trees also provide habitats for insects, birds and other animals. Even the sap* of trees is useful as food for insects and for making maple syrup. Most importantly, trees also help to keep our air clean. We breathe in oxygen and breathe out carbon dioxide. Trees do the opposite. They breathe in carbon dioxide and breathe out oxygen. So, humans and trees are perfect partners!

There are two main types of tree: deciduous and evergreen. Deciduous trees lose all of their leaves for part of the year. In cold climates this happens in autumn, so the trees are bare throughout the winter. In hot and dry climates, deciduous trees drop their leaves during the dry season. Evergreen trees do not lose all of their leaves at the same time. They lose their leaves gradually, with new ones growing to replace the old. A healthy evergreen tree is never completely without leaves.

The part of a tree which is made up of the leaves and branches is known as the crown. Tree crowns come in many shapes and sizes. Not only does the crown shade the roots, it also collects energy from the sun and allows the tree to remove excess water to keep it cool. It is very important for trees to have a healthy crown as it is their leaves that keep the tree – and the whole wide world – healthy.

Glossary
sap – the liquid inside trees

Question

13. Give one word from the first paragraph (lines 1–7) that means 'homes'.

……… [1]

16. Look at the second paragraph (lines 8–14).

Complete the sentence below with one word from the second paragraph in each gap.

Deciduous trees lose their leaves during ………………………………………………………………… in climates that are ……………………………………………………………………..

[2]

18. Look at the last paragraph (lines 15–20).

Give **one** example of alliteration.

……… [1]

Text 20 / October 2021 Paper 2

Text for Section A, an extract from ‘Moon Bear’ by Gill Lewis

On cool winter evenings when the rain would funnel up from the valleys and spit and fizzle in the fire, I’d pull a blanket around me and sit close to Grandfather.

‘Tell me the story of Naam-peng,’ I’d say.

Grandfather would smile. ‘Naam-peng? Who’s he?’

‘Naam-peng, the bravest bee.’

‘Pah!’ Grandfather would say. ‘He was only a small bee. Hardly worth a mention.’

‘Please tell me,’ I’d beg.

‘Long, long ago,’ Grandfather would begin, ‘when the world was bright and new, a Great River came flowing down from the White Mountains. The river brought forests filled with tigers and elephants, moon bears and sun bears, clouded leopards and marbled cats, mousedeer and macaques and weaverbirds and … so many animals!

‘These forests reached up to the sky and caught the rain clouds in their branches, and soon there were many rivers flowing into the Great River, all of them teeming with fish.’

‘But a monster came, didn’t it?’ I’d say. I loved this part.

Grandfather frowned and nodded. ‘But one day a monster came. Tam-laai came in the dark before the dawn, striding through forests, eating the animals and trees, then spitting out bones and pith onto the ground. He devoured anything and everything in his path. The animals ran and flew and swam for cover deeper into the forests, but still the monster came, tearing up the ground and drinking up the Great River so it became no more than a trickle, and the fish were left flapping and dying in the mud. By the end of the day, there was only a straggle of trees clinging to one small mountain.

'"Please leave us this forest," the animals squawked, and hooted and barked and squeaked. "It is all we have left." But still, the monster was hungry. He pulled himself up to his full height …'

When Grandfather got to this part, I would stand up and flap my blankets, throwing giant shadows out behind me. I'd take a deep breath and roar, 'I am Tam-laai and I dare anyone to stop me.'

Grandfather would pretend to cower. 'All the animals hid. Not even the tiger or the bear were a match for this monster. But just then a small bee flew out from the forest and buzzed in front of Tam-laai's face.

'"I am Naam-peng," said the bee, "and I will stop you."

'The monster caught Naam-peng in his paw and threw back his head and laughed. "You?" he cried. "You are so small. Your sting would be no more than a pimple on me. You are nothing, little bee, nothing. It was not your bravery that brought you here but your stupidity. Is there anything you wish to say before I crush you with my paw?"

'Naam-peng quivered in fright but he looked the monster in the eye.

'"Tam-laai …" he said.

'"Speak up," roared the monster. "I can hardly hear you."

'"Turn around," said Naam-peng.

'"Turn round? Me?" snorted Tam-laai.

'The monster turned.

'Before him swirled a huge black cloud. A storm of angry bees filled the whole sky, from end to end, blotting out the sun.

'Tam-laai crumpled to his knees.

'"I may be small," said Naam-peng, "but I am not alone. Did you not hear the bees?"'

Glossary
to cower: to move away in fear

Question

6. What time of day does the monster arrive?
Tick one box.

early morning ☐

midday ☐

late afternoon ☐

evening ☐

[1]

9. Look at this sentence: 'By the end of the day, there was only a straggle of trees clinging to one small mountain.' (Lines 23–24)

(a) What is the phrase clinging to one small mountain an example of?
Tick one box.

a simile ☐

a rhyme ☐

personification ☐

alliteration ☐

[1]

(b) What does the word *clinging* tell us about the trees?

.... [1]

Question

13. Look at the sentence: ‘Not even the tiger or the bear were a match for this monster.’ (Lines 31–32)

What does the phrase ‘not even’ tell us about Grandfather’s opinion of the tiger and bear?

…… [1]

14. Look at lines 31–33.

Give an example of onomatopoeia from these lines.

…… [1]

Text 21 / April 2021 Paper 1 (Text A)

Text A

Robots rule!

News for Kids (NfK) gets a sneak peek of a new robot exhibition in Chicago, Illinois.

By News for Kids reporter Peter Shaw

*****

Bionic robots! Furry robots! Robots that can play football, ride a bike and climb walls! You can see them all at a new exhibition called Revolutionary Robots, at the Lincoln Institute in Chicago, USA.

The exhibition, which opened on October 8, shows what some remarkable robots can do. As I entered the exhibition there were robots and humans there to greet me. I even got to meet a robot named SYRA. SYRA was able to copy the exact look on my face when I saw the exhibition for the first time.

Paul Watson, head of the Lincoln Institute, welcomed visitors. ‘I promise you, you’ll have fun here!’ he said. But he stressed that robots are not just toys. ‘Robots are going to be a big part of our lives,’ he told NfK. ‘You can see how they’re helping people already.’ Rupert the Robot, for example, is used in hospitals to help patients with different needs. This furry robot feels warm and reacts to touch, and people find this comforting.

It wouldn’t be the Lincoln Institute without loads of hands-on activities. I got to challenge a robot named Dexter to a game of tick-tack-toe*. Believe it or not, after a very quick game, it was actually Dexter who won!

In another area of the exhibition, I saw robots playing football. It was an amazing sight. Scientists expect robots to be able to play, and win, a real football game against humans by 2050. Who knows what other fantastic things robots will be able to do by then!

Glossary

tick-tack-toe: a game also known as noughts-and-crosses

Question

1. Look at the introduction (lines 1–3).

Give one example of a two-word phrase that rhymes.

.... [1]

2. Look at lines 4–6.

(a) To get our attention, the writer talks directly to us. Give **two** more ways that the writer gets our attention.

- ....
- ....

[2]

4. Look at lines 11–16.

(a) What does head mean? Explain in your own words.

.... [1]

5. Look at lines 17–23.

(b) Explain how we know the writer expects to win the game. Give two ideas.

- ....
- ....

[2]

Text 22 / April 2021 Paper 2

Text for Section A, an extract from ‘The Infinite Lives of Maisie Day’ by Christopher Edge

Maisie Day is a girl who has just woken up at home on her tenth birthday.

******

It’s my birthday.

Jumping down from my bed, I pull open the curtains and sunlight floods into my room. Through the window I can see the gazebo* that Mum and Dad have bought for my birthday party laid out across the lawn* beneath protective plastic sheets, just waiting now for Dad to put it up.

I can’t stop myself from grinning. Today is going to be the best day ever. I’m ten years old.

Maybe now that I’m ten, Mum and Dad will let me go to the shops on my own or even stay up late, just like Lily. Lily’s my older sister. She’s fifteen years old.

Pulling on my dressing gown over my pyjamas, I head down the stairs. The house is so quiet. Usually Dad’s already in the kitchen by now, noisily cooking up one of his Saturday-morning fry-ups, while Mum sits at the kitchen table reading the newspaper.

I turn right at the bottom of the stairs, heading down the hallway and into the kitchen. Beneath my bare feet, the black-and-white tiles covering the floor feel freezing cold. I shiver. The kitchen table is deserted, the cooker standing silent as the empty work surfaces gleam. There’s nobody here.

I peer through the patio doors* that lead out into the back garden, wondering for a second if Mum and Dad have sneaked out there to make a start on putting up the gazebo for my party later today, but there’s nobody there either.

The living room is just as empty as the kitchen, the TV switched off and not a cushion out of place on the sofa. I'm not surprised that Lily's not up yet, as she doesn't usually surface until after ten at the weekend. It's all to do with the fact she's a teenager and the hormones in her brain that make her sleep late. Maybe that will start happening to me now that I'm ten. Now that I'm ten, everything might change.

I've done a circuit of the downstairs now: hall, kitchen, living room and back to the hall. If Mum and Dad really are hiding somewhere ready to give me a birthday surprise, then they're running out of rooms. Our house really isn't that big.

Standing at the bottom of the stairs, I call out again.

'Mum! Dad! This isn't funny. Where are you?'

The excitement I felt when I sprang out of bed has now turned into a nagging sense of worry. I race up the stairs, two steps at a time, wanting this stupid game of hide and seek to be over already.

Back on the landing, I glance towards the second flight of stairs that lead up to Lily's room in the attic. A NO ENTRY sign is stuck to the wall at the bottom of the stairs and beneath this Lily has written 'NO SISTERS ALLOWED'.

She means me.

I wouldn't normally dare to go anywhere near Lily's room on a Saturday morning. Her rage can be positively volcanic if her weekend lie-in is disturbed. But this isn't a normal Saturday. It's my birthday and I want to know where everyone is.

Glossary
gazebo: a small tent-like building in a garden
lawn: area of grass in a garden
patio doors: large, glass doors

Question

1. Look at lines 1–9.

(a) Give one phrase that tells us that it is a bright day.

.... [1]

(c) Give one phrase that tells us that Maisie feels happy.

.... [1]

2. Look at lines 10–13.

Which word tells us that the writer's family had a routine at breakfast time at weekends?

.... [1]

3. Look at lines 14–17.

(a) Give one word that means 'going'.

.... [1]

(c) Look at this phrase: '… cooker standing silent …' (Line 16)

What is the phrase above an example of? Tick one box.

rhyme ☐

onomatopoeia ☐

personification ☐

simile ☐

Question

4. Look at lines 18–20.

Give one word that means the same as ‘stare’.

.... [1]

5. Look at lines 21–26.

What does surface mean? Tick one box.

stand up ☐

appear ☐

dress ☐

look up ☐

[1]

10. Give one two-word phrase from the text that tells us that Lily has a very bad temper.

.... [1]

Text for Section A, an extract from 'Flambards' by K. M. Peyton.

Christina Parsons, a teenage orphan, has been sent to live with her Uncle Russell. The house is called Flambards. In this text, Christina arrives at Flambards to find that her cousin William has been in an accident.

******

'This is Flambards, miss.'

Some big chestnut trees lined the long drive: a great heap of rotted leaves lay tumbled below, with burst conkers* all over the gravel, their shells shrivelled like little brown oranges. The man stopped the horse in front of the door, and helped Christina down. Nobody seemed to be waiting for her.

'I'll' carry your trunk into the hall, miss. Go in. The door will be open.'

Christina crossed the porch which was full of muddy boots, and anxiously pushed opened the door. She found herself in a big, cold hall. A thin, worn looking woman, obviously a servant, was coming through a doorway on one side to greet her, and in the doorway on the other side a man on crutches appeared suddenly, giving Christina a start.

'Is it William?' he said. Seeing Christina, he added, 'Oh, no, it's you.'

'It's Miss Christina, sir' said the woman.

'Yes, well – see to her,' the man said shortly – very rudely, Christina thought.

She looked at him curiously, having heard so much of Uncle Russell, and found him not unlike she had imagined: a big, but shrunken-looking man, with heavy shoulders and long, spindly legs, he was wrinkled, with a flattened, broken nose and very fierce eyes. I shall keep out of his way, she thought, but said politely, 'How do you do, Uncle', but he took no notice.

'Tell me when William comes,' Russell said to the woman, but the man, coming in with Christina's trunk said, 'The carriage is coming up the drive now, sir, and Dr Porter's right behind.'

Through the open door the scrunch of several lots of hooves could be heard. The woman said quickly to Christina, 'I'll see you in a minute, miss. Everything's happening at once, Mister William's had an accident.'

Christina shrank back as everyone went to the door. The thin-faced servant turned and said, 'Come along, I'll show you to your room.' She pointed down the corridor, 'That's your room. Last door on the left.'

Christina walked down the corridor and opened the door. At first glance it looked charming, much prettier and bigger than any room she had ever been given before. However, on closer inspection, it was shabby. The wallpaper, a close design of pink and brown flowers was faded, the washstand china was chipped, and the patchwork quilt all coming apart. The general effect, though, was pretty and homely, with a big window looking out over the garden. There was plenty of furniture, a big wardrobe, a dressing table and a carpet on the floor. Her trunk stood at the foot of the bed. She opened it and started to put her things away, leaving out a navy blue dress to change into for dinner. She did not fancy going down to Uncle Russell. She took as long as she could about washing and changing, and became painfully aware that she was very hungry indeed. She had no alternative but to go downstairs.

Glossary

a conker: a kind of nut

Question

1. Look at lines 1–5.

(a) Give one word that tells us that the pile of leaves is untidy.

.... [1]

(b) Which **two** literary techniques are used in lines 3–4? Tick **two** boxes.

idiom ☐

alliteration ☐

onomatopoeia ☐

personification ☐

simile ☐

[2]

3. Give two phrases from the text that tell you that Uncle Russell has been injured.

- ....
- .... [2]

6. Give a phrase from the text that shows Christina is slightly afraid of Uncle Russell.

.... [1]

8. Give one phrase from lines 23–28 that shows us that Christina is trying to keep away from other people.

.... [1]

Text 24 / October 2020 Paper 1 (Text A)

Text A

Should a child over nine years old choose their own bedtime?

This is not a simple question. One side will argue that science proves children need a lot of sleep. The other side will say that children have to learn to take care of themselves, and giving them the responsibility for choosing their bedtime is an important step.

Those in favour of a child choosing their own bedtime believe a child should learn to set their own day-to-day routine. In fact, many teenagers argue that they are the ones who understand their daily timetable best. So, bedtime should be their decision. Supporters are adamant this teaches young people self-discipline – a vital life skill, in their opinion.

Many children also point out that they would be less stressed about studying in the evenings if they could choose their own bedtime and adjust it to suit their workload. In addition, they would have time each evening to talk to their families. Supporters also say that children do know when they are tired and can manage tiredness by deciding when it's bedtime. Moreover, children become independent and develop a trusting relationship with their parents. The result of this is fewer family arguments.

On the other hand, most parents think children make bad decisions about bedtimes. In their opinion, parents judge best what is right for a child and will make sure a child gets enough sleep so they can concentrate appropriately at school.

Scientific research shows that children younger than ten need more than 11 hours' sleep a night to stay healthy and grow; even teenagers need ten hours a night. Consequently, opponents emphasise that tired children become bad-tempered, find daily tasks hard, and are likely to get ill.

Perhaps the best answer is to 'meet in the middle'. If parents set bedtimes during the week, then at weekends or holidays children could choose, giving them more independence and an understanding of how to care for themselves as they grow.

Question

2. Which word in the second paragraph (lines 5–9) means ‘completely certain’?

…… [1]

5. Give a phrase from the fourth paragraph (lines 17–20) that means ‘to work well in lessons’.

…… [1]

8. Look at the third paragraph (lines 10–16) and sixth paragraph (lines 25–27).

Which word used in both paragraphs shows that something could happen as a result of something else?

…… [1]

Text 25 / October 2020 Paper 1 (Text B)

Text B

Sleep

Every creature needs to sleep. Babies, elephants, kids, koala bears, grandparents, and hippos in the jungle – they all sleep! Just like eating, sleep is necessary for survival.

What happens during sleep?

Sleep gives your body a rest and allows it to prepare for the next day. It's like giving your body a mini-vacation. Sleep also gives your brain a chance to organise everything. Scientists aren't exactly sure what kinds of organising your brain does while you sleep, but they think sleep might be the time when the brain sorts and stores information, replaces its chemicals and solves problems.

How much sleep do people need?

The amount of sleep a person needs depends on their age. Babies, of course, sleep a lot – about 14 to 15 hours a day! But older people need only about seven or eight hours of sleep each night. Most children between the ages of 5 and 12 years need 10 to 11 hours of sleep.

Did you know?

- Missing one night of sleep makes a person grumpy and clumsy.
- After missing two nights of sleep, a person will have problems thinking and doing things; his or her brain and body won't be able to do simple tasks properly.
- After five nights without sleep, a person will hallucinate. (This means seeing things that aren't actually there.)
- Eventually, without sleep, it becomes impossible for the brain to give its directions to the rest of the body – the brain needs to spend time in bed and catch its ZZZs!

Question

12. Complete the sentence below with one word from the first paragraph.

The ………………………………………………………………………. of all living things depends on getting enough sleep. [1]

14. Which phrase in lines 11–14 implies that the information is well known?

……… [1]

17. '… the brain needs to spend time in bed and catch its ZZZs.'

What is this an example of? Tick one box.

alliteration ☐

rhyme ☐

personification ☐

simile ☐

Text 26 / October 2020 Paper2

Text for Section A, an extract from 'Private Peaceful' by Michael Morpurgo

Three boys are at home with their mother. One of the boys, Charlie, is worried because he has done something bad. He has stolen an old dog, a foxhound called Bertha.*

******

'He'll know,' Charlie whispered to me in bed at dawn. 'As soon as they find Bertha gone, the Colonel will know it was me. I won't tell him where she is. I don't care what he does, I won't tell him.'

Charlie and I ate our breakfast in silence, hoping the inevitable storm wouldn't break, but knowing that sooner or later it must. Big Joe sensed something was wrong – he could always feel anxiety in the air. He was rocking back and forth and wouldn't touch his breakfast. So then Mother knew something was up as well. Once she was suspicious Mother was a difficult person to hide things from, and we weren't very good at it, not that morning.

'Is Molly coming over?' she asked, beginning to probe.

There was a loud and insistent knocking on the door. She could tell at once it wouldn't be Molly. It was too early for Molly, and anyway she didn't knock like that. Besides I think she could already see from our faces that Charlie and I were expecting an unwelcome visitor. As we feared, it was the Colonel.

Mother invited him in. He stood there glaring at us, thin-lipped and pale with fury. 'I think you know why I've come, Mrs Peaceful,' he began.

'No, Colonel, I don't,' said Mother.

'So the young devil hasn't told you.' He was shouting now, shaking his stick at Charlie. Big Joe began to whimper and clutched Mother's hand as the Colonel ranted on.

'That boy of yours is a despicable thief. First of all he steals the salmon out of my river. And now, in my employ, in a position of trust, he steals one of my foxhounds*. Don't deny it, boy. I know it was you. Where is she? Is she here? Is she?'

Mother looked to Charlie for an explanation. 'He was going to shoot her, Mother,' he said quickly. 'I had to do it.'

'You see!' roared the Colonel. 'He admits it! He admits it!' Big Joe was beginning to wail now and Mother was smoothing his hair, trying to reassure and comfort him as she spoke. 'So you took her in order to save her, Charlie, is that right?'

'Yes, Mother.'

'Well, you shouldn't have done that, Charlie, should you?'

'No, Mother.'

'Will you tell the Colonel where you've hidden her?'

'No, Mother.

Mother thought for a moment or two. 'I didn't think so,' she said. She looked the Colonel full in the face. 'Colonel, am I right in thinking that if you were going to shoot this dog, presumably it was because she's no use to you anymore – as a foxhound I mean?'

'Yes,' the Colonel replied, 'but what I do with my own animals, or why I do it, is no business of yours, Mrs Peaceful. I don't have to explain myself to you.'

'Of course not, Colonel,' Mother spoke softly, sweetly almost, 'but if you were going to shoot her anyway, then you wouldn't mind if I were to take her off your hands and look after her, would you?'

Glossary
foxhound: a type /breed of dog

Question

Read the second paragraph (lines 4–9).

2. Which word means ‘cannot be avoided’?

.... [1]

3. ‘… the inevitable storm …’ (line 4).

What is the narrator referring to?

.... [1]

Read the third and fourth paragraphs (lines 10–14).

5. Give one word that shows Mother is trying to find out what is happening.

.... [1]

7. ‘Besides I think she could already see from our faces that Charlie and I were expecting an unwelcome visitor.
As we feared, it was the Colonel.’ (Lines 13–14)

Give two ways the writer uses language or sentence structure to build suspense.

- ....
- ....
- ....
- .... [2]

10. Give two rude phrases that the Colonel uses to refer to Charlie.

- ....
- .... [1]

12. Read these sentences: 'Don't deny it, boy. I know it was you. Where is she? Is she here? Is she?' (Lines 23–24)

Why does the Colonel repeat his questions? Tick **two** boxes.

He's a bully. ☐

He thinks it's funny. ☐

He hasn't been heard. ☐

He's feeling worried. ☐

He's impatient. ☐

[2]

13. (b) Look at lines 18–29.

Give **two** verbs from the text that describe how angrily the Colonel was shouting.

- ....
- .... [2]

16. Look at this sentence: 'She looked the Colonel full in the face.' (Lines 35–36)

Give **one** word with the same meaning as *full* as it is used in this sentence.

17. Give a five-word phrase that shows that Mother wants to take responsibility for Bertha from the Colonel.

.... [1]

18. Give **two** reasons from the text to explain why the name 'Mrs Peaceful' is a good name for Mother.

- ....
- .... [2]

Text 27 / April 2020 Paper 1 (Text A)

Text A

Extreme sports

Definition

Extreme sports involve a high level of danger – whether it's jumping from an aircraft, performing daring mid-air flips on a skateboard, or climbing up a vertical rock face. Great speed, height or depth is what makes the sport extreme. To do any extreme sport, a person needs to be strong and skilful; extreme sports push people to their physical and mental limits.

History

Most extreme sports are new sports, but some have been around for a very long time. Rock climbing as a sport dates from the 1880s, but, of course, climbing rocks has been a necessity throughout history for people who live in mountainous areas. Bungee jumping* developed from land diving, which has been done for thousands of years. Tribesmen in Vanuatu use land diving to test the courage of young men.

Equipment

Many extreme sports use specialised equipment designed to keep the people doing them safe. Such equipment may include ropes, helmets, pads and lifejackets. Wearing the right protective gear can prevent serious injuries. The kit needs to be strong enough to withstand the extreme conditions and specific to the needs of each sport.

____

The 'X Games' is an extreme sports competition that happens twice a year. Athletes from around the world compete for medals, money and prizes. The events can vary, but usually include skiing, snowboarding, BMX biking and skateboarding.

Popularity

Extreme sports are becoming very popular. In fact, activities such as mountain biking and snowboarding are attracting larger numbers every year, whereas fewer people are doing traditional sports like basketball, because taking part in extreme sport gives a person an amazing rush of excitement, and challenges their fears. Moreover, new research shows that people who do extreme sports have better physical and mental health. They become more confident and motivated in their daily lives.

Glossary

bungee jumping: jumping from a great height while attached to a rope

Question

5. Give **two** words from the third paragraph (lines 10–13) that mean the same as ‘equipment’.

.... [1]

6. The sports chosen for the X Games are not always the same every year.

Give the phrase from the fourth paragraph (lines 14–16) that tells us this.

.... [1]

Text 28 / April 2020 Paper 1 (Text B)

Text B

Mountain biking news roundup!

Here are the big stories leading the way this month …

Silverstar Bike Park

New MTB* trails coming soon!

Not far from the beautiful Scottish fishing port of Invertay, exciting things are happening for bike fanatics. Hidden in the gently rolling countryside is Silverstar Bike Park – a new playground of perfect curving bends and a mind-blowing number of jumps.

Motocross rider and superstar biker Ed Stanway is the guy responsible for bringing the trails to life. He hopes to open the park this summer and has spent the last six months preparing and digging, trying to get the trails into shape. Ed’s team have moved huge amounts of earth and created amazing hill features and rugged trails on this spectacular site overlooking the countryside and nearby sea.

‘

With trail grades from easy blue through to double black, there should be something for everyone here,’ says Ed.

For more information head to our website.

2017 Mountain Bike World Cup

The Cross-country and Downhill World Cup kicked off earlier this month in Lourdes, France. This was the first of six rounds of competitions taking place across the globe. This season’s programme looks excellent, with some amazing courses and the usual high level of biking talent.

Mountain Bike Monthly is running a one-off competition this month to win flights and tickets to the final round in Cairns, Australia. This is a fantastic chance to get out there and see the thrilling finale to the season. See page 60 for entry rules and details. Good luck!

Question

11. Read lines 4–6.
Give one noun that tells us Silverstar Bike Park is a fun place.

.... [1]

15. This question is about the 2017 Bike World Cup section of Text B.

The writer uses language to persuade the reader to enter the competition. Complete the table below.

Persuasive language	Example from the text
speaking directly to the reader	Good luck!
using powerful adjectives	....
saying it's your only chance	....

[2]

Text 29/ April 2020 Paper 2

Text for Section A, an extract from ‘Granny’ by Anthony Horowitz

Heathrow Airport

The storm broke early in the evening and by seven o’clock it looked as if Heathrow might have to shut down. Runway one had disappeared in the rain. Runway two was a canal. Half the planes had been delayed and the other half were circling hopelessly above the clouds, waiting their turn to land. The wind had blown an Air France DC10 all the way to Luton while, in a jumbo jet from Tokyo, seventy-nine Japanese passengers had all been sick at the same time. It was a night no one would forget.

The green Mercedes reached the airport at exactly half past seven, skidding round a corner and spraying water over two traffic wardens, a porter and a visitor from Norway. Swerving across the road, it missed a taxi by inches and rocketed into the car park. The electric side window slid down and a hand with a signet ring* and the initials GW entwined in gold reached out to pluck a parking ticket from the machine. Then the car jumped forward again, shot up three ramps with the tyres screaming and crashed into a wall. Ten thousand pounds’ worth of metal and paintwork crumpled in on itself. The engine died. Steam hissed from beneath the bent and broken bonnet.

The door of the car opened and three people got out. The driver was a short, bald man. Next to him was a woman in a fur coat. The back seat had been occupied by a twelve-year-old boy.

‘You told me to park on the fourth floor!’ the man screamed. ‘The fourth floor!’

‘Yes, Gordon …’ the woman muttered.

‘But this car park’s only got three floors!’ the man moaned. He pointed at the wreck of his car. ‘And now look what’s happened!’

‘Oh, Gordon …’ The woman’s lips quivered. For a moment she looked terrified. Then she blinked. ‘Does it really matter?’ she asked.

The man stared at her. ‘You’re right!’ he exclaimed. He laughed out loud. ‘It doesn’t matter at all! We’re leaving the car here! We’ll never see it again …!’

They only had two suitcases between them. Part of a pink silk tie, a striped pyjama leg and a frilly shower cap were poking out of one side.

‘Come on!’ the man exclaimed. ‘Let’s go …’

But just then there was a flash of lightning and an explosion of thunder and the three of them froze, alone in the middle of the dimly lit car park. A plane roared past overhead.

‘Oh, Gordon …’ the woman whimpered.

'It's all right,' Gordon snapped. 'She's not here. Keep your hair on. We're going to be all right. I'd keep my hair on except I packed it …'

'Come on. We've got to get tickets,' the boy said. And without waiting for his parents he began to walk towards the lifts.

Ten minutes later, the family was queuing up at the British Airways ticket desk. After the darkness of the storm, the building was unnaturally bright, like a television set with the colour turned up too much. There were people everywhere, milling around with their suitcases and carrier bags. A policeman patrolled the area. He was the only person smiling.

Glossary

signet ring: a finger ring with a person's initials on it.

Question

1. Give one word from the first paragraph (lines 1–6) that means started.

…… [1]

3. Give one word from the first paragraph that tells us that the people in the planes did not expect to arrive soon.

…… [1]

7. Look at lines 11–14.

How does the writer use language to build up excitement? Complete the table below.

Language feature	Quotation
powerful verbs	shot up
Onomatopoeia	………………………………………………………………………………
………………………………………………………………………………	The engine died
alliteration	………………………………………………………………………………

[3]

Question

11. '… and the three of them froze …' (Lines 28–29)

What does this tell us about how the characters are feeling?

……… [1]

13. What does the phrase *'Keep your hair on'* (line 31) mean? Tick one box.

speed up ☐

keep alert ☐

stay calm ☐

be quiet ☐

[1]

15. (a) Look at this phrase: '… like a television set with the colour turned up too much.' (Lines 36–37)

What is the phrase above an example of

……… [1]

Text 30 / October 2019 Paper 1 (Text A)

Text A

Alexander Graham Bell and the invention of the telephone

While experimenting with how to improve the telegraph machine, scientist Alexander Graham Bell came up with a clever idea. He realised that rather than sending a code along an electrical wire, it might be possible to send the actual sound of a human voice.

Bell started to experiment, but lacked the time and skill to make the equipment he needed. So, he engaged the help of Thomas Watson, who worked in a nearby electrical shop. The two became fast friends, and worked together to produce sounds over the 'harmonic telegraph', an early machine for transmitting sound. One day in June 1875, Bell was at one end of the wire while Watson worked on a broken transmitter in another room. By chance, Bell heard the twanging sound of Watson plucking a string coming to him along the wire.

The next day, Bell used the same instrument to transmit the sound of his voice along the wire to Watson. Recognisable voice sounds could be heard but not actual words. Bell and Watson experimented all summer, and in September 1875, Bell completed the documents asking for his first telephone patent*. The patent was granted to Bell on 7 March, 1876. It wasn't until three days later that Bell managed to transmit the first understandable words. The telephone was born!

Bell announced his discovery, first to scientists in Boston and then to a group of influential people in Philadelphia including Brazilian Emperor Dom Pedro II and eminent British physicist William Thomson. The emperor exclaimed, 'My gosh! It talks!' Thomson took news of the discovery to other countries and proclaimed it 'the greatest by far of all the marvels of the electric telegraph.'

By the summer of 1877, the telephone had become a business. The first private telephone exchange was built in Connecticut and the Bell Company was created. Bell was the owner of a third of the company's shares and quickly became a wealthy man.

Glossary
patent: permission to be the only person to sell a new invention

Question

2. Give **one** word from the first paragraph (lines 1–4) that tells you that Bell was trying different ways of doing something.

.... [1]

3. (a) What is *fast friends* in the second paragraph (lines 5–11) an example of? Tick one box.

alliteration ☐

onomatopoeia ☐

rhyme ☐

simile ☐

[1]

(b) What is the best definition of fast as it is used in the second paragraph? Tick one box.

well ☐

quick ☐

hard ☐

good ☐

[1]

5. Give **one** word from the second paragraph that describes the noise that Watson made with the string.

.... [1]

Question

10. Give **one** word from the fourth paragraph (lines 18–22) which means the same as 'wonders'.

.... [1]

11. Look at this phrase: '… the telephone had become a business.' (Line 23)

What does the phrase above mean?

.... [1]

Text 31 / October 2019 Paper 2

Text for Section A, an extract from ‘Stig of the Dump’ by Clive King

The Ground Gives Way

If you went too near the edge of the chalk-pit the ground would give way. Barney had been told this often enough. Everybody had told him. His grandmother, every time he came to stay with her. His sister, every time she wasn’t telling him something else. Barney had a feeling, somewhere in his middle, that it was probably true about the ground giving way. But still, there was a difference between being told and seeing it happen. And today was one of those grey days when there was nothing to do, nothing to play, and nowhere to go. Except to the chalk-pit. The dump.

Barney got through the rickety fence and went to the edge of the pit. This had been the side of a hill once, he told himself. Men had come to dig away the chalk and left this huge hole in the earth. He thought of all the sticks of chalk they must have made, and all the blackboards in the school they must have written on. They must have dug for hundreds of years. And then got tired of digging, or somebody had told them to stop before they dug away all the hill. And now they did not know what to do with this empty hole and they were trying to fill it up again. Anything people didn’t want they threw into the bottom of the pit.

He crawled through the rough grass and peered over. The sides of the pit were white chalk, with lines of flints poking out like bones in places. At the top was crumbly brown earth and the roots of the trees that grew on the edge. The roots looped over the edge, twined in the air and grew back into the earth. Some of the trees hung over the edge, holding on desperately by a few roots. The earth and chalk had fallen away beneath them, and one day they too would fall to the bottom of the pit. Strings of ivy and the creeper called Old Man’s Beard hung in the air.

Far below was the bottom of the pit. The dump. Barney could see strange bits of wreckage among the moss and elder bushes and nettles. Was that the steering wheel of a ship? The tail of an aeroplane? At least there was a real bicycle. Barney felt sure he could make it go if only he could get at it. They didn’t let him have a bicycle.

Barney wished he was at the bottom of the pit.

And the ground gave way.

Barney felt his head going down and his feet going up. There was a rattle of falling earth beneath him. Then he was falling, still clutching the clump of grass that was falling with him.

'This is what it's like when the ground gives way,' thought Barney. Then he seemed to turn a complete somersault in the air, bumped into a ledge of chalk half-way down, crashed through some creepers and ivy branches, and landed on a bank of moss.

Question

1. Give a phrase from the first sentence (line 1) that tells us that the ground was weak.

.... [1]

4. Give a three-word phrase from the first paragraph that tells us that Barney might be bored.

.... [1]

5. Look at the second paragraph (lines 9–16).

Give **one** word that means 'old and unsteady'.

.... [1]

Question

9. Look at this phrase: '...holding on desperately by a few roots'. (Line 21)

(a) What technique is being used in the phrase above? Tick **one** box.

alliteration ☐

rhyme ☐

simile ☐

personification ☐

(b) What does the phrase above tell us about the trees?

.... [1]

10. Give an example of a simile from the third paragraph (lines 17–24).

.... [1]

11. Why does the writer use questions in lines 26–27?

.... [1]

15. Choose the best words below to describe Barney's character. Tick **two** boxes.

curious ☐

detached ☐

obedient ☐

indecisive ☐

imaginative ☐

[2]

Text 32 / April 2019 Paper 1 (Text A)

Text A

Lewis Clarke: South Pole trek teenager breaks record

A 16-year-old boy has become the youngest person to trek to the South Pole. Lewis Clarke, from Bristol, has spent almost 50 days battling temperatures as low as -40°C and winds of up to 193 kilometres per hour.

The challenge began on 2 December 2013, two weeks after his 16th birthday and finished on 16 January 2014. It brought an end to an expedition which saw Lewis ski for an average of eight hours a day, covering about 29 kilometres, while pulling his supplies behind him on a sled.

His only help has been from experienced polar guide, and expedition companion, Carl Alvey.

Difficulties encountered by Lewis along the way have included blisters*, coughing caused by being at high altitudes and a broken ski. But the cold itself has not fazed him. He admits to being the type of person who wears shorts in winter and much prefers snow to heat.

'I knew it would be hard but it's harder than I ever thought it would be' he said, still 80 kilometres from the end. 'However, I think sometimes about how few people have done this. Only 300 in 100 years. And I'm doing it! That's pretty cool.'

Explorer Sir Ranulph Fiennes was full of praise, calling it a 'great achievement'. Mr Fiennes said he had not travelled along the same route, but the conditions would have been dependent on the weather, avoiding crevasses, and how good Lewis was at skiing.

Lewis's record – for the same coast-to-pole route – was previously held by 18-year-old Sarah McNair Landry, from Canada. Aside from making history, Lewis has raised more than £3,000 for the Prince's Trust, a charity helping young people, through the expedition. His father, Steven, said he was 'incredibly proud'.

Glossary
blisters: a minor foot injury

Question

2. Give one word and one phrase from lines 4–7 that mean completed.

.... [1]

Word: ....

Phrase: .... [2]

5. Look at this sentence: 'But the cold itself has not fazed him.' (Lines 11–12)

Explain in your own words what has not fazed him means.

.... [1]

10. Text A is a news report.

(a) Name **one** technique the writer has used in the headline. Tick one box.

alliteration ☐

personification ☐

simile ☐

onomatopoeia ☐

[1]

Text 33 / April 2019 Paper 1 (Text B)

Text B

Roald Amundsen

Roald Amundsen was born on July 16, 1872 in Borge, Norway. He grew up longing to be an explorer and to follow in the footsteps of his hero, the British Arctic explorer John Franklin. Amundsen became the leader of the expedition which, in 1911, became the first to reach the geographic South Pole. Amundsen also reached the North Pole in 1926, making him the first man to stand at both ends of the Earth.

The Northwest Passage

Amundsen's first great achievement was in 1903, when he captained a ship that found a route from the Atlantic Ocean, through the ice at the North Pole, to the Pacific Ocean. This passage through the ice had been searched for by many others over the centuries. Amundsen's ability to navigate and survive this trip was a great accomplishment.

The South Pole

Amundsen set out on his most famous adventure in 1910: his race to the geographic South Pole against a British team led by Robert Falcon Scott. They reached their base camp on Antarctica in January 1911, but it was another ten months before they were able to set out to reach the pole from their camp. Amundsen's team reached the South Pole on December 14, 1911, a few weeks ahead of Scott's expedition. It took them 99 days and they travelled for 2,993 kilometres. The Norwegian flag was triumphantly planted at the South Pole to mark this great achievement. Sadly, Scott's expedition team did not make it back.

Question

14. Look at this sentence: ‘Amundsen’s ability to navigate and survive this trip was a great accomplishment.’ (Lines 10–11)

What does the word survive suggest about this voyage?

…… [1]

Text 34 / April 2019 Paper 2

Text for Section A, an extract from ‘An Eagle in the Snow’ by Michael Morpurgo

The train was still in the station, and I was wondering if we’d ever get going. I was with my ma*. I was tired. My arm was hurting and itching at the same time, inside the plaster. I remember she was already at her knitting*, her knitting needles tick-tacking away, automatically, effortlessly. Socks for Dad, this time.

‘This train’s late leaving,’ Ma said. ‘That clock on the platform says it’s well past twelve already. Still, not surprising, I suppose, under the circumstances.’ Then she said something that surprised me. ‘If I drop off to sleep, Barney,’ she told me, ‘just you keep your eye on that suitcase, d’you hear? All we got in this world is up there in that luggage rack, and I don’t want no one pinching it.’

I was just thinking, that was quite a strange thing to say because there was no one else in the carriage except the two of us, when the door opened and a man got in, slamming the door behind him. He never said a word to us, but took off his hat, put it up on the rack beside our suitcase, and then settled himself into the seat opposite. He looked at his watch and opened up his paper, his face disappearing behind it for a while. He had to put it down to blow his nose, which was when he caught me staring at him, and nodded.

Everything about him was neat. I noticed that at once, from his highly polished shoes, to his trim moustache and his collar and tie. I decided right away that he didn't look like the sort of man who would pinch Ma's suitcase. There was also something about him that I thought I recognised; I had the feeling I might have seen him before. Maybe I hadn't. Maybe it was just because he seemed about the same age as Grandpa, with the same searching look in his eye.

But this stranger was neat, and there was nothing neat about my grandpa. My grandpa was a scarecrow, with his hair always tousled – what there was of it – his hands and face grimy from delivering his coal, and that was after he had washed. This stranger had clean hands, and clean nails too, as well looked after as the rest of him.

'Hope I pass inspection, son,' he said, eyeing me meaningfully.

Ma nudged me, and apologised for my rudeness, before she turned on me. 'How many times have I told you not to stare at people, Barney? Say sorry to the gentleman, now.'

'Don't you worry, missus,' he said. 'Boys will be boys. I was one once myself, a while ago now, but I was.'

The Station Master came past our window then, waving his green flag, blowing his whistle, his cheeks puffed out so that his face looked entirely round, like a pink balloon, I thought.

Then we were off, the train chuffing itself wearily, reluctantly, into slow motion. ''Bout time,' said Ma.

Glossary
ma: mother
knitting: making clothes from wool

Question

3. Explain what the words *automatically, effortlessly* (line 4) tell the reader about Ma's ability to knit.
Give two ideas.

- ....
- .... [2]

5. Look at the second paragraph. What does Ma mean when she says '… not surprising … under the circumstances'? (Line 6)
Tick one box.

She thinks the clock is wrong. ☐

She understands the problem. ☐

She finds the late start annoying. ☐

She knows the train is usually late. ☐

[1]

6. Look at these sentences: 'Then she said something that surprised me. "If I drop off to sleep, Barney," she told me, "just you keep your eye on that suitcase, d'you hear?"' (Lines 6–8)

Give the phrase from the sentences above that means watch.

.... [1]

Question

8. Look at this phrase: '… I don't want no one pinching it.' (Line 9)

What is the best word to replace pinching? Tick **one** box.

damaging ☐

squeezing ☐

stealing ☐

opening ☐

[1]

9. Give one word from the third paragraph (lines 10–16) that tells us the man closed the carriage door loudly.

.... [1]

12. Give one word from the fifth paragraph (lines 23–27) that means

(a) untidy.

.... [1]

(b) dirty.

.... [1]

14. Give the phrase from the text that shows the man knows Barney is looking at him closely.

.... [1]

17. Complete the table below.

Figurative language	Lines	Example
Onomatopoeia	1–4	……………………………………………………… ………………………………………………………
……………………………………………………… ………………………………………………………	23–27	‘My grandpa was a scarecrow …’
……………………………………………………… ………………………………………………………	34–36	‘… his face looked entirely round, like a pink balloon …’
personification	37–38	……………………………………………………… ………………………………………………………

[4]

Text 35 / October 2018 Paper 1 (Text A)

Text A

The Aztecs

A powerful civilisation in Mexico over 700 years ago

What was Aztec family life like?

Family life was important to the Aztecs. Within the family, everybody had a role. Husbands generally worked outside the home as farmers, craftsmen or as soldiers. Wives worked at home, weaving cloth for the family's clothes and cooking.

What did Aztec children do?

Surprisingly, by law, all Aztec children had to go to school. At that time in history, girls from many other civilisations were not educated. Aztec boys and girls went to separate schools. Boys learned about farming or learned a craft such as pottery or feather-work. They also learned about their religion, and how to fight. Girls were taught about religion too, and how to cook and make clothing.

What kinds of homes did Aztecs live in?

The wealthiest people lived near the main square in large stone houses. These houses had several rooms and some even had an upstairs. There was a separate room for bathing. Inside the house, the walls were painted in bright colours. Poorer people lived on the edge of the city in simple, undecorated homes made of sun-dried mud. These houses usually had only one big room, which was divided into different areas with no upstairs.

What did Aztec people wear?

There were astonishingly strict rules about clothing in Aztec society. These rules included laws about the decorations and colours people could wear. For example, only the most important people could wear clothing decorated with feathers, and only the emperor could wear a turquoise-coloured cloak.

What was the Aztec diet like?

Maize, a food similar to corn, was a staple. The other typical foods were beans and squash. Besides these, Aztecs sometimes ate fish, honey or snake meat. And the cocoa bean, considered highly valuable by the Aztecs, was made into a chocolate drink.

Question

8. Which noun in the fifth paragraph means any food that is eaten regularly?

.... [1]

Text 36 / October 2018 Paper 1 (Text B)

Text B

Christopher Columbus

Christopher Columbus is well-known as an explorer. He was born in Genoa, in Italy, in 1451, but later lived in Portugal, where he was taught how to make maps and pilot a ship. He's famous for discovering America, although it was already populated of course. However, it was Columbus's voyage that started the exploration of America by Europeans.

Columbus didn't start out looking for America; it was actually China that appealed to him for its great riches. However, travelling to China on the Silk Road overland from Europe was unsafe, and sailing around Africa to get there took too long. Columbus thought it would be easier to get there by sailing west across the Atlantic Ocean. He believed that China was about 4000 kilometres from Portugal. He was wrong. It is, in fact, 16 000 kilometres away. However, it would still have been a good plan if only America hadn't been in the way!

Columbus needed money for his voyage. He finally convinced King Ferdinand of Spain to back him, and on August 3, 1492, he set sail. The voyage was long and difficult. At one point, Columbus promised he would turn back in two days if they hadn't found land. In his journal, however, he wrote that he had no intention of turning back.

Then, on October 12, 1492, land was spotted. It was a small island near the coast of America. Columbus called the people there 'Indians' because he thought he'd landed in Asia!

Question

13. There were people in America before Columbus arrived.

Which short phrase shows the writer believes everyone knows this?

.

.... [1]

14. Tick one box.

The Silk Road was

a short journey. ☐

a slow passage around Africa to China. ☐

a dangerous route. ☐

a direct voyage across the Atlantic to China. ☐

[1]

16. It took a long time for Christopher Columbus to get help to pay for the trip.

Which one word in the third paragraph tells us this?

.... [1]

17. 'At one point, Columbus promised he would turn back in two days if they hadn't found land. In his journal, however, he wrote that he had no intention of turning back.' (Lines 15–17)

Explain why the writer uses the word however in the second sentence above.

.... [1]

Text 37/ October 2018 Paper 2

Text for Section A, an extract from ‘Matilda’ by Roald Dahl

At two o’clock sharp the class assembled, including Miss Honey, who noted that the jug of water and the glass were in the proper place. Then she took up a position standing right at the back. Everyone waited. Suddenly in marched the gigantic figure of the Headmistress in her belted smock and green breeches.

‘Good afternoon, children,’ she barked.

‘Good afternoon, Miss Trunchbull,’ they chirruped*.

The Headmistress stood before the class, legs apart, hands on hips, glaring at the small boys and girls who sat nervously at their desks in front of her.

‘Not a very pretty sight,’ she said. Her expression was one of utter distaste.

‘What a bunch of nauseating little warts you are.’

Everyone had the sense to stay silent.

‘It makes me vomit,’ she went on, ‘to think that I am going to have to put up with a load of garbage like you in my school for the next six years. I can see that I’m going to have to expel as many of you as possible as soon as possible to save myself from going round the bend.’ She paused and snorted several times. It was a curious noise. You can hear the same sort of thing if you walk through a riding-stable when the horses are being fed. ‘I suppose,’ she went on, ‘your mothers and fathers tell you you’re wonderful. Well, I am here to tell you the opposite, and you’d better believe me. Stand up, everybody!’

They all got quickly to their feet.

‘Now put your hands out in front of you. And as I walk past I want you to turn them over so I can see if they are clean on both sides.’

The Trunchbull began a slow march along the rows of desks inspecting the hands. All went well until she came to a small boy in the second row.

‘What’s your name?’ she barked.

‘Nigel,’ the boy said.

‘Nigel what?’

‘Nigel Hicks,’ the boy said.

‘Nigel Hicks what?’ the Trunchbull bellowed. She bellowed so loud she nearly blew the little chap out of the window.

‘That’s it,’ Nigel said. ‘Unless you want my middle names as well.’ He was a brave little fellow and one could see that he was trying not to be scared by the Gorgon* who towered above him.

‘I do not want your middle names, you blister!’ the Gorgon bellowed. ‘What is my name?’

‘Miss Trunchbull,’ Nigel said.

‘Then use it when you address me! Now then, let’s try again. What is your name?’

‘Nigel Hicks, Miss Trunchbull,’ Nigel said.

‘That’s better,’ the Trunchbull said. ‘Your hands are filthy, Nigel! When did you last wash them?’

‘Well, let me think,’ Nigel said. ‘That’s rather difficult to remember exactly. It could have been yesterday or it could have been the day before.’

The Trunchbull’s whole body and face seemed to swell up as though she were being inflated by a bicycle-pump.

‘I knew it!’ she bellowed.

Glossary
to chirrup: to make a sound like a bird
Gorgon: a mythical monster

Question

1. What does ‘the class assembled’ (line 1) mean?
Tick **one** box.

The class took out their books. ☐

The class went outside to play. ☐

The class came together as a group. ☐

The class sang a song. ☐

[1]

2. What does Miss Honey’s name suggest about her character?

.... [1]

4. ‘Everyone waited. Suddenly in marched the gigantic figure of the Headmistress in her belted smock and green breeches.’ (Lines 3–4)

(b) The word suddenly comes immediately after the short sentence. What effect does this have?

.... [1]

5. Look at lines 5–6.
The narrator tells us the children chirruped, which is the pleasant sound birds make. In comparison, we are told Miss Trunchbull barked. Why does the narrator do this?

.... [1]

7. ‘Her expression was one of utter distaste.’ (Line 9)

Which word below means the same as utter in the sentence above? Tick **one** box.

near ☐

total ☐

mixed ☐

horrible ☐

[1]

8. Look at the eighth paragraph (lines 12–19).

(a) Find an example of a metaphor in the eighth paragraph.

.... [1]

(b) ‘ … to save myself from going round the bend.’ (Lines 14–15)

‘Going round the bend’ is an idiom. What does it mean? Tick one box.

becoming crazy ☐

becoming furious ☐

becoming exhausted ☐

becoming embarrassed ☐

[1]

11. 'The Trunchbull began a slow march along the rows of desks inspecting the hands.' (Lines 23–24)

Give two ways the narrator makes this seem like a military scene.

- ……
- …… [2]

15. Give **one** phrase from lines 31–36 that highlights the difference in size between Miss Trunchbull and Nigel.

…… [1]

18. Throughout the text, the narrator refers to the headmistress as 'the Trunchbull' instead of 'Miss Trunchbull'.

What does the use of *'the'* imply about the narrator's attitude towards the headmistress?

…… [1]

Text A

Penguins

Penguin habitat

Penguins are found in many areas in the southern hemisphere. Most people think they only live in very cold climates like the icy continent of Antarctica, but they also live in milder areas like the Galapagos Islands, Australia and South Africa. There are 17 species of penguin. It is the larger species, such as the Emperor penguin, that live in the colder climates.

Penguin characteristics

Penguins are flightless birds, and on land they can only waddle along on their feet or slide on the ice on their stomachs. However, penguins are excellent swimmers and spend more than half their time in the sea. They can swim very fast and dive deep under water when looking for food. A layer of fat together with air trapped in their feathers keeps them warm in the water and on land in almost any weather.

Penguin appearance

Penguins are black and white, which gives them excellent camouflage in the water. When swimming in the ocean, their white stomachs make them hard to see from below against the sky and sunlight above. Likewise, their black backs mean they are difficult to spot in the dark ocean.

Penguins mainly eat fish. The types of fish they eat depend on where they live. They also eat krill (tiny shrimplike animals), squid, shellfish and octopus. Due to factors such as overfishing and climate change, fish stocks are declining. This means that the number of penguins is decreasing too as it's becoming more difficult for them to feed themselves.

Penguin families

Every spring, penguins return to the same place to lay their eggs. Both parents take turns sitting on the egg, or eggs, to keep them warm. They also stay close to new-born chicks to protect them from predators. While one parent watches over the chick, the other parent will get food, and stores it in its mouth to feed the chick. The parents look after their chick for several months until it's old enough to find food for itself. 25

Question

2. Give **two** words from the second paragraph which tell us how penguins move across land.

.... [1]

4. Find **one** word in the third paragraph which tells us the purpose of penguins' colouring.

.... [1]

Text 39 / April 2018 Paper 1 (Text B)

Text B

Hiking in the Polar Regions: Antarctica

Imagine standing high up on a slope, overlooking an ice-filled bay. Kayaks* glide across it, the wind gently kisses the surface of the water, and you smile, as you realise that Antarctica is everything you imagined it would be.

Nothing prepares you for the heart-stopping beauty of Antarctica. The sight and sound of the amazing penguin colonies. Ice fields, ice cliffs and deep blue icebergs that dwarf everything around. Seabirds soaring and swooping. Huge, fabulous whales and colossal elephant seals! Sunsets and sunrises separated by crimson-streaked skies. It really is an ice paradise!

Who can do it?

Anyone can take part in our hiking programme. The longer hikes last from two to three hours, but there are shorter walks, up to a number of viewpoints or along the beach.

What is provided?

Although we only organise our hikes in safe areas, conditions can change quickly, which may result in delays. Our guides, therefore, always carry safety equipment. We also have trekking poles for your use and snowshoes to help improve your grip on slippery surfaces and deep snow.

What do you need to bring?

Hiking boots are required for some of the routes offered. In addition, it's good to have a small backpack in order to carry some extra supplies as well as an extra layer of clothing.

Glossary
kayak: a type of small boat

Question

11. Look at this sentence:
'It really is an ice paradise!' (Line 8)

Give two ways the writer has emphasised the information in this sentence.

....

....

.... [2]

12. Give an example of each of the following from Text B.

alliteration ....

personification .... [2]

Text 40/ April 2018 Paper 2

Text for Section A, an extract from 'The Worst Witch' by Jill Murphy

Miss Cackle's Academy for Witches stood at the top of a high mountain surrounded by a pine forest. It looked more like a prison than a school, with its gloomy grey walls and turrets. Sometimes you could see the pupils on their broomsticks flitting like bats above the playground wall, but usually the place was half hidden in mist, so that if you had glanced up at the mountain you would probably not have noticed the building was there at all.

Everything about the school was dark and shadowy. There were long, narrow corridors and winding staircases–and of course there were the girls themselves, dressed in black gymslips, black stockings, black hob-nailed boots, grey shirts and black-and-grey ties. The only touches of colour were the sashes round their gymslips – a different colour for each house – and the school badge, which was a black cat sitting on a yellow moon.

Mildred Hubble was in her first year at the school. She was one of those people who always seem to be in trouble. She didn't exactly mean to break rules and annoy the teachers, but things just seemed to *happen* whenever she was around. You could rely on Mildred to have her hat on back-to-front or her bootlaces trailing along the floor. She couldn't walk from one end of a corridor to the other without someone yelling at her, and nearly every night she was writing lines or being kept in (not that there was anywhere to go if you were allowed out).

Anyway, she had lots of friends, even if they did keep their distance in the potion laboratory, and her best friend Maud stayed loyally by her through everything, however hair-raising. They made a funny pair, for Mildred was tall and thin with long plaits, which she often chewed absent-mindedly (another thing she was told off about), while Maud was short and tubby, had round glasses and wore her hair in bunches.

On her first day at the academy each pupil was given a broomstick and taught to ride it, which takes quite a long time and isn't nearly as easy as it looks. Half-way through the first term they were each presented with a black kitten which they trained to ride the broomsticks. The cats weren't for any practical purpose except to keep tradition going; some schools present owls instead, but it's just a matter of taste. Miss Cackle was a very traditional headmistress who did not believe in any new-fangled nonsense and trained her young witches to keep up all the customs that had been taught in her young day. At the end of the first year, each pupil received a copy of The Popular Book of Spells, a three-inch thick volume bound in black leather. This was not really to be used, as they already had paperback editions for the classroom, but like the cats it was another piece of tradition. Apart from yearly prize-giving, there were no more presentations until the fifth and final year when most pupils were awarded the Witches Higher Certificate. It did not seem likely that Mildred would ever get that far. After only two days at the school she crashed her broomstick into the yard wall, breaking the broomstick in half and bending her hat

Question

2. 'Sometimes you could see the pupils on their broomsticks flitting like bats …' (Lines 3–4)

(a) What is flitting like bats an example of? Tick one box.

alliteration ☐

metaphor ☐

rhyme ☐

simile ☐

[1]

(b) Explain in your own words what flitting like bats means. Think about the kind of movement and the imagery.

flitting ....

like bats .... [2]

3. Look at this phrase: '... but usually the place was half hidden in mist, ...'. (Lines 4–5)

What atmosphere does the writer create with this description?

.... [1]

9. Give one word or short phrase from the third paragraph which means the same as scary.

.... [1]

12. Look at this phrase: '... it's just a matter of taste.' (Lines 30–31) What does taste mean in this phrase? Tick one box.

pleasant flavour ☐

individual opinion ☐

personal preference ☐

nice style ☐

[1]

(b) Find the best word in the text to describe Miss Cackle's character.

.... [1]

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